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ABSTRACT

Through Title III of the Elementary Secondary Education Act of 1965, six programs were funded in Washington, D.C. public schools to meet the educational needs of handicapped disadvantaged children. One of the programs, the Columbia Road Pre-School Pilot Project was designed to serve as an experimental model for early childhood education for disadvantaged black youngsters. The second, the Montessori Preschool, served as a vehicle for adopting the Montessori method to the public school setting and to improve the cognitive and social skills of preschool children. Another program, the Continuing Education and Services to School Age Mothers, was to provide educational services to pregnant students and/or mothers and their children. The Rubella Children's Program was designed to provide educational opportunities to multiply handicapped children. Another, Parent-Partner Traineeship Parent Education Program helped students with social and academic problems work with their parents in learning activities. A sixth project, the Training Center for Open Space Schools, facilitated the implementation of open space education primarily by training school personnel to staff them. Full evaluation reports are included for each project. (DEP)

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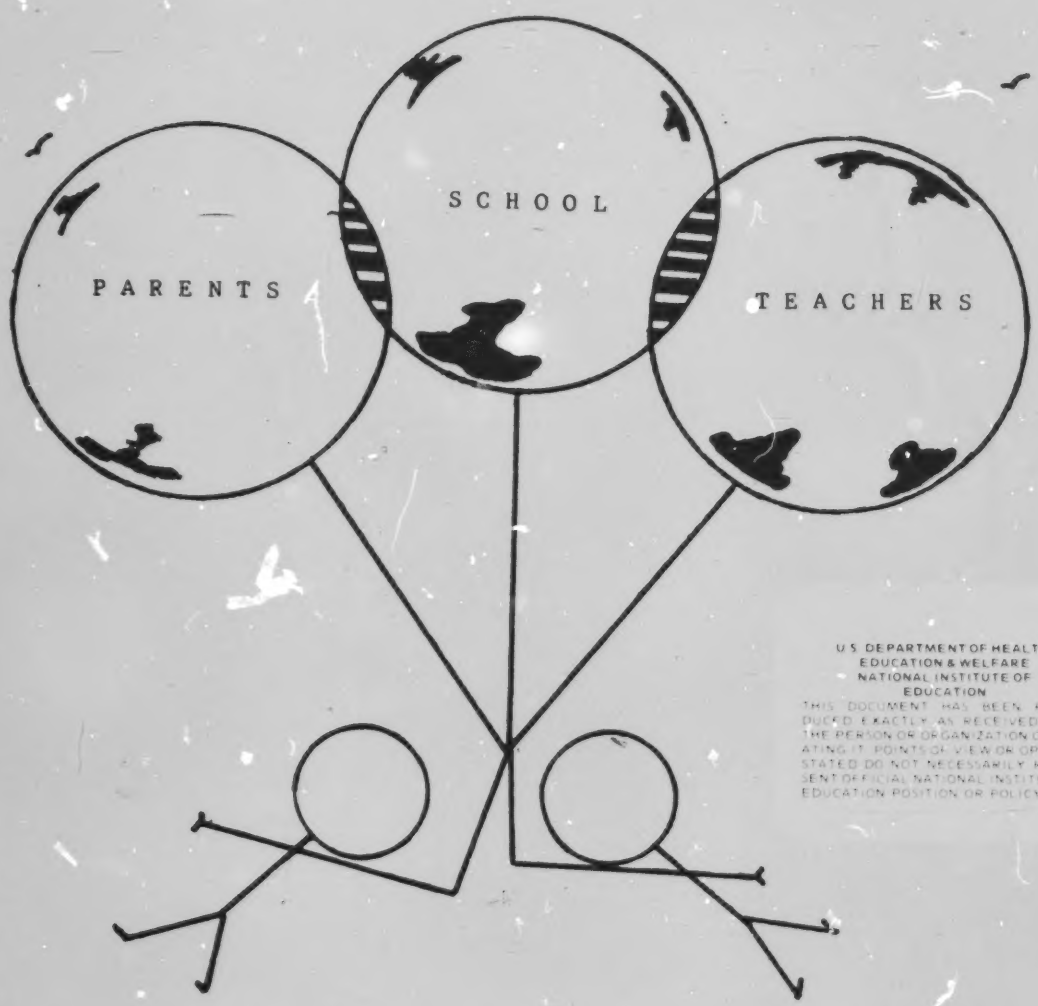
Public Schools of the District of Columbia
Departments of Research and Evaluation



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Evaluation Reports of ESEA, Title III Projects Final Report, FY 1972

ED107693

Departments of Research and Evaluation
Evaluation of ESEA, Title III Projects

Final Report
Fiscal Year 1972

Coordinated Under the Direction of the
Departments of Research and Evaluation
Division of Planning, Research and Evaluation
Room 1013 - 415 12th Street, N. W.
Washington, D. C. 20004

ACKNOWLEDGMENT

We express sincere appreciation to Principals, Project Directors, Staff, Consultants, and all others who helped to make this report possible.

September 1972 - ESEA, Title III
Evaluation Reports

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Projects and Location

Columbia Road Pre-School Pilot Project
Calvary United Methodist Church
1459 Columbia Road, N. W.

Montessori Pre-School
John Burrough Elementary School
18th and Monroe Streets, N. E.

Continuing Education and Services for
School-Age Mothers
Webster Girls' Junior-Senior High School
10th and H Streets, N. W.

Development of a Complete School Program
for Rubella Children Beginning During the
Pre-School Period
Jackson School
R Street between 32nd and 33rd Sts., N. W.

Parent-Partner Traineeship Proposal for
A Parent Education Program
Aiton Elementary School
533 48th Place, N. E.

Training Center for Open Space Schools
(Cycle IV)
Langdon Elementary School
20th and Evarts Sts., N. E.
Webb Elementary School
1375 Mt. Olivet Road, N. E.

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INTRODUCTION

A climate for educational innovations and change has been provided by Title III of the Elementary and Secondary Education Act of 1965. The Act provides federal funding to local schools for the purpose of solving educational needs and problems through creative and imaginative programs.

The Public School System of the District of Columbia is committed to providing a quality educational program to every school-age child. Title III funds have provided a channel through which this commitment can be initiated. Exemplary and innovative programs have been designed, implemented and operated to improve the instructional program, as well as to stimulate, motivate, and train handicapped and/or disadvantaged children.

Described in this report are six programs. Two programs have completed three years of operation under Title III funds, or operated in part under Title III funds. The other four programs have completed one year or more of operation. Another report--Cycle IV of the project "Training Center for Open Space Schools" is presented in this final report. A final report was presented in May of Cycles I, II and III of this project.

Evaluation of ESEA, Title III Projects

Integral to Title III programs is the concept of accountability. Title III projects* are created in response to an identified educational need. Programs are then structured to meet specific needs of target populations. Therefore, evaluation and assessment are required in terms of both learner success and program success throughout the stages of the program. This is a means of accountability. Through an assessment, the public and decision makers are provided with information concerning the success of a program and an identification of the goals towards which an educational system might be directed in the solution of educational problems and in fulfilling the requirements of Title III.

Although some projects were late getting started because of circumstances beyond the control of project directors, (budget freeze, organizational changes, equipment, materials, supplies, staff and space) on-going evaluations built into the programs were conducted as planned. Administrators and staff of each program worked diligently to fulfill the objectives of the program*.

*The terms "program" and "projects"are used interchangeably in this report.

The Departments of Research and Evaluation of the Division of Planning, Research and Evaluation assisted in the external evaluation process of the programs. Consultants with expertise in program areas were contracted. Feedback and other assistance have been provided to project directors and staffs for effective implementation of the programs. A Coordinator of Title III Evaluation on the staff of the Departments of Research and Evaluation of the D. C. Public Schools assisted the consultants and project directors throughout the process.

PART I

Columbia Road Pre-School

Report prepared by:

Jerusa Wilson, Ph.D.

Project Summary

Title: Columbia Road Pre-School Pilot Project

Group Served: Racially mixed pre-school children from low income, middle income, and upper income families

Title III Funds Allocated: $45,000

Project Location: Calvary United Methodist Church

Number of Children Served: 47 Pre-school children in three classes -

a) Three year-old class of 16 pupils
b) Transition class of 14 (late 3's and early 4's)
c) Four year-old class of 17 pupils

Background and Rationale:

The need for a pre-school program in a high density Black poverty area, and community interest in involvement in educational programs resulted in the Columbia Road Pre-School Program. The program was designed to serve as a model school which would provide an experimental setting of outstanding quality for early childhood education. The program was conducted by the Washington Pre-Schools, Inc., a private non-profit community organization. Beginning in the spring of 1968, the program was funded in part by an ESEA, Title III Grant for three years (1969-72).

Project Objectives:

This project has several components and each component has specific objectives. Because of the extensive scope of the objectives and the methods used for meeting these objectives, neither will be listed here. A detailed listing and discussion may be found in the evaluation report.

Evaluation Plan:

On-going and external evaluation design consisted of three major areas:

1. The use of standardized tests to assess student performance;

2. Teacher assessment of social, emotional and other behaviors of each student on a periodic basis;

3. The assessment of parents' attitudes toward, and involvement in, the project.

A consultant employed on a contract basis worked cooperatively with the Project Director and staff. Each component of the project was con-

sidered. Tests and records were analyzed, observations of students and teacher techniques conducted on a planned schedule.

Results:

Ultimate evaluation of the Columbia Road Pre-School Project required a control group. It was not possible to obtain a control group because of the late beginning of the external evaluation. However, norms of the project group compared with local and national norms showed high results, in some cases considerably higher than average, on all tests that were administered. (see Final Report)

Consultant's Comments and Recommendations:

The evaluator felt that the children in the project showed above average in intellectual development and exhibited highly developed positive behaviors. Highly recommended is a follow-through of the children through Kindergarten, first, second and third grades for a more meaningful assessment of the effectiveness of the Columbia Road Pre-School Program.

AN EVALUATION REPORT

ON THE

COLUMBIA ROAD PRE-SCHOOL PROJECT

Submitted To:

Mrs. Lavolia Vails, Coordinator
Title III Research and Evaluation
The Department of Research and Evaluation
The Public Schools of the
District of Columbia

Submitted By:

Jerusa C. Wilson, Ph. D.
Consultant

June 30, 1972

INTRODUCTION

The Columbia Road Pre-School Pilot Project is a second-year experimental effort conducted by Washington Preschools, Inc. The Project was designed to serve as a model school that provides an experimental setting for early childhood educational programs. Additionally, the Project was designed to be one of outstanding quality where children, parents and staff from racially and economically diverse backgrounds can work together to maximize the growth of each child and the humanistic benefits to the total community.*

The School is located in a high-density Black poverty area of the District of Columbia near the 1968 riot-torn 14th Street corridor, a fact deriving from the School's origins in post-riot discussions between representatives of the Columbia Heights Community and Washington Preschools, Inc.

The Project features a learning-team approach in which parents, as well as children and staff, are involved in the educational process. The opinions of parents are welcomed and have a genuine influence on policy and curriculum. Coordinated use of the home and school and the learning environment of the child is a continuing objective. The school itself provides an opportunity for constructive interaction among diverse community groups - "inner" and "outer" city, affluent and poor, black and white. Parents of diverse backgrounds and life styles come together over common problems and interests.

The School began in the Spring of 1968. Community interest was high and leaders of the Columbia Heights Community Association lent their support. The Calvary United Methodist Church, seeking to further its involvement in the community, offered space at minimum rent. Fliers were sent out and a community meeting was held. It was attended mostly by middle income blacks and whites seeking a common meeting ground in the tense atmosphere of racial isolation following the 1968 civil disturbances.

A staff was brought together and began knocking on doors to recruit children. There was some suspicion at first and it wasn't until the school was established that people began to come in on their own.

Many parents helped the school to get started: they donated and built equipment and painted the classrooms. There was a representative parent advisory board, but it was selected by the director. As the school grew, parent input was increasingly sought.

**Washington Preschools, Inc. (WPI) is a private, non-profit community organization founded in 1967 by a group of concerned Washington citizens. WPI develops, implements and promotes early childhood education programs outstanding for their educational quality and for the opportunity they provide for interaction among diverse community groups.*

The Columbia Road Pre-School Project received funding from the Title III Program initially in September, 1970. The Evaluation Report contained herein focuses upon the second year of the Project during which Title III funds were received.

This Evaluation Report describes 1) the population of pupils served by this Project, 2) the objectives of the Project, 3) the components of the Project designed to reach these objectives, and 4) an evaluation of the extent to which Project goals were reached.

CHARACTERISTICS OF PARTICIPATING PUPILS

The pupils in the Columbia Road Pre-School Project come from the immediate poverty area, the adjacent middle-income racially mixed Mt. Pleasant area, and the middle and upper income areas of Northwest Washington. The number of Black children in the Project is twenty-one (21) which represents 45% of the total school. The number of White children is twenty-six (26) which represents 55% of the total Project population.

The Project has three classes as follows:

A. Three-year-old Class of sixteen (16) pupils

B. A Transition Class of fourteen (14) - (late 3's and early 4's)

C. Four-year-old Class of seventeen (17) pupils

In terms of the socio-economic status of the families of children at the school there are approximately twenty-one (21) or 45% who come from poor homes; the rest are from the middle income category and the upper income category. The children are generally of good physical health and free of major emotional problems.

EVALUATION DESIGN FOR THE COLUMBIA ROAD PRE-SCHOOL PROJECT

The evaluation of the Columbia Road Pre-School Project consists of several major parts which follow each other in a logical fashion. The first major part of the evaluation focuses upon the objectives of the Project. These objectives define the direction of the Project and enable us to predict the most likely outcomes.

The instructional program and the environment in which the Program is carried out is of significant importance in determining the extent to which objectives are reached. The Program is the instrument through which we are able to reach our objectives.

The actual implementation and operation of the Program provides the opportunity for process evaluation. This relates specifically to the extent to which the Program is carried out as planned or otherwise modified in a systematic manner.

The collection of baseline data to be used as a reference point in measuring changes in relevant behaviors is also a major aspect of the

evaluation. In the present evaluation much of the desired baseline data was not obtained because of the lateness of funding for evaluation. The Evaluation will utilize as much data from the previous year as possible in establishing criteria or baseline points.

In addition to initial baseline data there is also a need for interim and end-of-year data on the same variables. Data obtained in this fashion enables us to note the changes which result in the child as a function of the Program.

In regards to observed changes it is important to point out the necessity for us to be able to specify that the changes result from the Program and not other variables over which the Project has no control. This means, of course, that we must rule out or know and document the effects of other systematic variables in our experimental setting. Our analysis of the Project to date indicates that the Program being implemented is the primary training factor for children in the Project.

All data which assesses the outcomes of pupils has been analyzed by appropriate statistical techniques. To the extent possible the results are stated in statistical terms.

GENERAL OBJECTIVES OF THE COLUMBIA ROAD DAY CARE CENTER

The objectives of the Columbia Road Pre-School Project relate primarily to the pupils, parents, and the Administration of the Project. The general objectives which pertain to pupils are as follows:

A. To assist in the cognitive development of each child.

B. To assist in the emotional and social growth of each child.

C. To help each child develop positive social attitudes toward other children and conversely, to inhibit the development of stereo-typical attitudes and concepts among children of different backgrounds.

D. To assist each child in developing a positive self-image.

E. To prepare the children of the Project to assume academic work at a higher level than that provided by the Pre-School, i.e., prepare them to be ready for kindergarten or first grade work.

More specific objectives for pupils will be outlined in the section pertaining to the Program.

The primary objectives relating to parents are as follows:

A. To involve parents as an integral and vital part of the school and thus their own children's schooling.

B. To provide parents the opportunities of shared experiences with persons unlike themselves in several ways in order to broaden the parents attitudinal base and to learn and appreciate the life styles of others.

C. To assist parents in obtaining knowledges, skills, understandings and attitudes which will help their children in these same areas in school, i.e., help prepare the parents to become change agents for their children as well as the community in which they live.

OBJECTIVES OF THE PROJECT ADMINISTRATION

In order to reach the objectives which have been outlined for pupils and parents it is necessary that the Director and Staff obtain the following types of objectives:

A. Design and implement a curriculum or curricula to assist the child in all areas of development and concern.

B. Design and prepare a learning environment that will assist in obtaining Project objectives.

C. Obtain appropriate instructional personnel to carry out the plans of the Project.

D. To provide for adequate communication between the Project Director and Staff, and parents, between Project Director and Department of Research and Evaluation Personnel at the Washington D. C. Public Schools Office.

E. To plan and implement appropriate training programs for teachers, assistants and others involved directly in the Project.

F. To assist in the evaluation of the outcomes of the Project.

THE PROGRAM OF THE COLUMBIA PRE-SCHOOL PROJECT AND RELATED GOALS

This section of the Report presents the major areas of growth upon which the Project has focused and the specific goals the Project expects to reach for each age group of children. The instructional methods used to assist the child's growth in each area are also presented for each area of growth considered. The areas, their goals and methods are presented below:

THREE-YEAR-OLD CLASS

A. COGNITIVE SKILLS DEVELOPMENT

1. Goals and Expectations

   a. Name and distinguish colors, as well as knowing which colors can be combined to form some of the secondary colors.

   b. Recognize basic shapes - circle, square, triangle.

   c. Recognition of own name.

   d. Ability to recognize differences and match identical pictures.

   e. Awareness of spatial relations - over, under, behind, in front of.

   f. Rote count to 10.

   g. Development of verbal skills - emphasis is placed on the results which can be achieved through the use of language so that the child will be motivated to develop verbal skills. Children are learning that with clear, careful speech, one may convey a thought or desire that will result in some type of action being taken by the person addressed.

2. Methods

   a. Colors - play dough is mixed in two primary colors. Eventually children mix the play dough and note the new color that is formed. Children are encouraged to help mix the paints and note how to form new colors. Colors are used in games and dances.

b. *Shapes - objects and cardboard or wooden patterns of various shapes are made available to the children. Some children play with the shapes and recognize them by name and others even attempt to trace the shapes. Teachers have introduced games which involve colors, shapes and numbers together (e.g., give me three red circles).*

c. *Verbal skills - methods used earlier in the year are still generally employed:*

(1). *Daily show and tell during which children share experiences.*

(2). *Encouraging children to ask for articles by name and to otherwise verbalize their wants and needs.*

(3). *Question and answer times before and after trips and special experiences.*

(4). *Daily story time.*

(5). *Teachers devote much time to conversing with the children both individually and in groups.*

(6). *Lots of opportunities are provided for children to engage in activities such as dramatic play or snack time where conversation tends to flow freely.*

(7). *Children are given lots of positive reinforcement for all attempts at verbalization.*

B. *SOCIAL AND EMOTIONAL GROWTH*

1. *Goals and Expectations*

Children are much more able to tolerate a certain amount of frustration and delayed gratification by this time of the year. They are better able to control anger and have learned to deal with feelings through verbalization. They have also learned to share teacher-time and attention, as well as classroom equipment. The class is able to function as a whole when the activity requires this and, at the same time, can relate to adults and each other on an individual basis. As a group, the class has remained very affectionate

--- a genuine fondness still exists for one another even though new "best friends" are made every day. The children seem much more self-confident and out-going and all are able to perform for both teachers and classmates in music and dance activities.

The emphasis placed on attaining independence has met with great success. All are able to put on their own outer garments, although some still need help with buttons and zippers. In all classroom activities, children have learned to do things without teacher assistance and can also rely on their own initiative for finding things to occupy themselves.

By this time of year, attention spans have lengthened considerably. Most children can sit for at least 20 minutes during a group activity and can work independently at an activity for a greatly increased length of time.

One of the major concerns is that of helping the child to develop a positive image of himself and his family. Great changes are now apparent especially in those children who seemed quiet and inhibited at the start of the year. Their newly emerging confidence is evident in all of the daily classroom activities. Each child has come to think about himself, his family and his community as something special.

2. Methods

At the three-year-old level, much is done to help the child become aware of the fact that there are other people in his world and that this fact is attended by both joys and frustrations: it is very nice to have a friend to play with, but sometimes it's not so nice if there's only one bicycle and both of you want it; it's fun to throw sand at people, but if you do they sometimes cry or get very angry. Teachers try to make children aware of the necessity for being considerate of the feelings of others and for learning how to share. They encourage children to talk about sharing and structure a world with some challenges, but also with the assurance that everyone will be treated fairly. Children learn that there is an end to waiting and that they will always get a turn, be it at playing with a favorite toy or sitting alone with the teacher. At first,

teachers must frequently intervene to be sure that everyone does, indeed, get a turn, but gradually the children internalize the rules of fair play and apply them without frequent reminders.

Children are asked to breathe deeply when angry and to think about what has made them angry before striking out physically. This deep breathing seems to relieve much anxiety and tension.

Teachers help children to become flexible and "roll with the punches" by maintaining a relaxed, low-keyed atmosphere in the classroom. Teachers endeavor to remain calm in all situations. They might express displeasure at a child's behavior or at an unpleasant situation, but they try to do this in an unemotional way so that a child never feels that his relationship with the teacher or with his peers is being threatened. The behavior is criticized or questioned and not the child himself.

Activities that are interesting to the children, and that obviously require quiet attention like stories, use of the bag of textures and shapes, the tasting tray or the smelling tray have been a regular part of the classroom routine throughout the year. In this way, children are motivated to remain relatively quiet for a certain span of time because it makes an activity more enjoyable. Stories are fun and you can't hear the teacher if you're making too much noise. Children are always given reasons why certain behaviors are appropriate and not merely expected to perform in a certain manner to satisfy an adult whim or to conform to a book of rules.

Children are reminded quite frequently of their importance. Their accomplishments are always highly praised. They realize that any contribution they might make in the form of a song, a dance, or an experience they've had is welcomed and valued.

Each child has a bucket with his name on it in which to keep his personal belongings and the things he has made at school. There is a chart in the room on which cards with the children's names are placed as they come in and also a coat rack with a child's name above each hook.

C. SCIENCE

1. Goals and Expectations

Beginning-of-the-year goals of learning to care for living things, becoming aware of seasonal changes and the ways in which cooking and freezing cause matter to change form continues to be emphasized. The children have learned that animals have feelings and can be hurt by rough treatment just as people can; that animals need food, air, water and warm dwellings just as people. Through comparisons of this nature, the children have come to insist upon gentle handling of the animals. Loving care and much tenderness is lavished upon the small menagerie and one of the most important duties of the day is feeding them and helping to keep the tanks and cages clean. It was a very exciting day when the mother gerbil had babies and the children are anxiously watching the growth of the new additions. This has provided a perfect opportunity for discussion of the way in which mothers feed their young.

The children have learned to care for plants and also about seeds and how to plant them. They have also learned about roots and watched them sprout.

2. Methods

a. Several pets are kept in the classroom: 6 gerbils, 2 turtles and 4 fish. Children help to care for these animals, learn about their needs and habits and learn to treat them humanely.

b. Each child planted zinnias and gladiolas and was responsible for watering them.

c. Teachers cut open flowers and fruits to show the parts and seeds.

d. Weather is noted daily and discussions of seasonal changes prompted by frequent walks.

e. Cooking is done about once a week. Bread, muffins, waffles, pancakes, pizza, jello, popcorn, pudding, cake and cookies are some of the things that have been made.

D. PHYSICAL DEVELOPMENT

1. Goals and Expectations

a. Health habits - by this time of year children are expected to manage toileting and washing up by themselves and are expected to have good control of elimination.

b. Large muscle development - children are expected to make full use of tricycles, climbing and other playground equipment.

c. Children are expected to show some body awareness and control of breathing.

d. Small muscle development - children are expected to begin to be able to manipulate scissors, crayons, paint brushes, paste and puzzles.

2. Methods

a. Desirable health habits are discussed and repeated frequently.

b. Children have a daily outdoor time during which they either ride tricycles and use climbing equipment or walk to the playground which is well equipped.

c. Frequent use is made of games and records which stress body awareness. Children are taught to relax each part of the body separately. Deep breathing is also discussed and practiced.

d. Scissors, paste, crayons, paper and play dough are always available. A new art activity is set up each day so that children can learn to do increasingly finer work with small muscles. Other manipulative games such as puzzles are also available.

E. MUSIC AND DANCE

1. Goals and Expectations

a. Learn simple songs and verses.

b. *Develop listening skills.*

c. *Respond to rhythms and follow directions on records. During the course of the year the children have learned to respond with ease to many kinds of music and also to move freely in dance. Those who were too shy to dance to "Soul" music at first are now developing great style.*

d. *Appreciate "home" music.*

2. *Methods*

a. *A variety of music - Soul, African, Negro spirituals and folk - are used in the three year old class. African chants are very popular with the children now, although they thought them strange at first and found it difficult to respond.*

b. *"Soul" music is played frequently and the children are encouraged to dance. At first only the Black children who had been exposed to "Soul" music and dances at home were able to move freely, but soon the others were able to join in. Playing "home" music at school helps to bridge the gap between the two environments.*

c. *Records with clear, simple directions are used often.*

d. *Musical instruments are used for rhythm activities.*

F. *CULTURAL DIVERSITY*

1. *Goals and Expectations*

By the second half of the year, three-year-olds are expected to begin to notice physical differences between their classmates. They are also expected to have developed some awareness of the various cultures that accompany these differences. It is also expected that any earlier tendencies to play only with those of one's own culture will have disappeared and that all children will play freely with one another and learn from one another.

2. *Methods*

Often explorations in the area of physical differences are not verbalized but take the form of touching and feeling. Teachers are quick to note when children perceive differences and help them to verbalize their perceptions. Differences in hair texture and color are discussed, for example, as well as the fact that those with kinky black hair also have darker skin. Varieties of skin color are also pointed out. Sometimes teachers will initiate conversation on differences by arousing curiosity. One way in which this is done is by using a variety of wigs with both straight and kinky hair. An Afro wig has become the favorite dress-up item of some of the white children. A visiting parent may provide an opportunity to discuss the variety of skin colors within families.

Efforts to develop an awareness of an appreciation for other cultures generally take several forms. One of these is the use of different kinds of music: folk songs, Soul music, songs in other languages, African rhythms and chants. Another is by providing opportunities for children to taste the traditional foods of other cultures: Jewish, African, Soul, Oriental. Films, books and pictures depicting people of other cultures are frequently used and displayed in the classroom. Appropriate parents are also used as resources. An African couple, for example, came in to cook a meal and demonstrate how to wrap a turban. The two weeks prior to our African feast were spent discussing Africa and making maps and masks. All this was prompted by the presence of an African child in the three-year-old class this year.

FOUR-YEAR-OLD-CLASS

A. *COGNITIVE SKILLS*

1. *Goals and Expectations*

a. *Every child can read his own name and knows the sound and name of the first letter of his name. Many children know all of this about everyone else's name. Every child can recognize the words on the Helper's Chart, and do the tasks unassisted. Some children can write their names and recognize most letters in the alphabet. Reading*

readiness activities listed in the first quarterly report are being continued with the addition of even more individual work in this area to accommodate the various levels of reading readiness that exist among the children.

b. Most children can rote count to 20; understand, manipulate and recognize the written symbol of numbers to 10.

c. Most of the children can name and distinguish primary and secondary colors and can create their own secondary colors by mixing primary ones.

d. All can name and distinguish circle, square, and triangle.

e. In the second half of the year much time has been spent on teaching the following concepts, in a variety of ways, with much success:

(1). Size - big, small, compared to what?

(2). Spatial relations - over, under, next to, behind, in front of, beside, up, down.

(3). Temperature - hot, cold, warm.

Effect on water - freezing, melting, snow and rain

(4). Weather - familiarity with terms: cloudy, sunny, rainy, snowy, windy.

(5). Time - yesterday, today, tomorrow, rote days of week, name of month.

(6). Community helpers - postman, policeman, etc.

(7). Seasons - winter, spring.

f. All children are familiar with body parts.

2. Methods

a. Reading readiness - emphasis has been on learning names and the activities have remained the same as those stated in the first report. Name cards are used for recognition purposes and the teacher writes names on all work. Letter

games and alphabet books are still used. Games are played encouraging children to find or name objects that begin with the same initial consonant as their own or someone else's name.

b. Numerical concepts

(1). Write number on chalk board; children put that many felt pieces on felt board. Reverse the procedure; teacher puts felt pieces on board, child writes number on chalk board.

(2). Use of matching cards (pictures on some, written numbers on others).

(3). Use of abacus - push over 3 red beads, add 2 more - how many beads? Same procedure for subtracting.

(4). Write number on large piece of construction paper - use magazines to look for, cut out and paste that many things on paper. 5 - find 5 things, practice writing number 5. Can be used to practice classifying - cut out 5 coats or 5 things to wear, to eat, cars, etc.

(5). Games - the 5th person in this row, stand up, the 2nd person in that row, jump. Circle game - jump 2 times, hop 4 times, etc.

(6). Records - Learning Basic Skills I & II - have counting and number games.

(7). Dominoes - matching dots of one block to another.

(8). Counting and number picture books - work with individual children.

(9). Keep a classroom calendar - add a day, count the previous days, guess what the new number will look like.

(10). Child who puts out cups and napkins counts how many are needed.

c. Color recognition is constantly reinforced by naming of colors and by asking children to name the color of whatever is being handled or looked at.

d. Children make drawings and collages using only designated shapes. They look for these shapes in pictures, advertisements and photographs.

e.

(1). Children measure everything with rulers, scales and yardsticks.

(2). Cooking experiments are done to show the effects of heat and cold.

(3). Weather is discussed and recorded daily.

(4). A calendar is used daily.

(5). Attention is frequently called to the clock when it is time to change activities.

(6). Trips are taken in the community to the fire station and the post office. Children mailed postcards to themselves and valentines to each other.

f. Records and games that involve names of body parts are used.

B. SCIENCE

1. Goals and Expectations

Emphasis has been placed on developing children's curiosity and powers of observation with respect to the world around them, developing an awareness of the needs of living things; recognizing the ways in which matter changes form, observing and measuring growth and change in living things.

2. Methods

a. There is a science table with many objects to see, touch and examine - rocks, wood, shells, coral, magnets, magnifying glasses.

b. Filmstrips, stories, records and pictures about all kinds of animals and their young are used. Also, bird and mammal flash cards are used.

c. Growing frogs from tadpoles and chickens from eggs.

d. Visits to the zoo and the museum.

e. Fish and gerbils maintain homes in the classroom.

f. *Plants have been grown from seeds, carrot tops and sweet potatoes and are kept in the classroom.*

g. *Visitors to the classroom include dogs, cats, kittens and rabbits.*

h. *Many cooking experiences including pizza, bread, potato pancakes, pudding, fried chicken, cookies, ethnic foods, reinforce the concept of matter changing form.*

i. *Each child is weighed and measured, providing opportunities to learn about inches and pounds and to make comparisons (heaviest, shortest).*

j. *Use of 12" rulers to measure paper, blocks, etc. and compare these measurements to how objects appear (bigger, smaller).*

k. *Measuring growth of plants and seedlings that were planted.*

The science program has been most successful. Children are aware, curious and self-confident in their growing knowledge of the world around them and how it operates.

C. *MUSIC AND DANCE*

1. *Goals and Expectations*

The goals articulated in the first quarterly report have been largely realized by all children:

a. *All participate freely in singing, dancing and rhythm instrument activities.*

b. *The children can follow directions for simple singing games and are also responsive to the more complex directions in color and number game records.*

c. *All can follow simple rhythms with instruments and know the names of the instruments.*

d. *The children have also learned to control their voices and musical instruments so as to produce either loud or soft sounds as requested.*

e. *All can sing a number of songs.*

2. *Methods*

a. *A parent volunteer continues to come weekly and conducts an imaginative and well-thought-out program of dance instruction.*

b. *Teachers have used a number of rhythm and blues records with which many children are already familiar. At first these brought many giggles, but now children and teachers can respond more freely and naturally to "home music."*

c. *Records which give directions for games and activities are used frequently.*

d. *Children take turns taking attendance by singing other children's names and being answered in the same tune.*

e. *Simple songs and rhythms are introduced during daily music time.*

D. *SOCIAL AND EMOTIONAL GROWTH*

1. *Goals and Expectations*

The teachers of the four-year-old class feel that the most satisfying (to parents, children and teachers) growth and change has taken place in this area. The four-year-old year is one in which children should begin to move towards independence while continuing to participate in group activities and to share responsibilities with others; it is one in which children are expected to turn increasingly toward verbal behavior as a way to deal with aggression and frustration, as well as for self-expression and communication; it is one in which children should begin to respond to an accepting atmosphere by trusting others and developing a sense of self-worth; it is one in which children should be able to become involved with classroom activities and materials for ever-increasing spans of time.

These goals, which were articulated in the first quarterly report, have been well realized by all of the children in the four-year-old class, to varying degrees of course.

The classroom climate as a whole very much reflects these achievements. The children play in groups for extended periods of time, easily and casually assuming roles, following a new idea, tolerating and appeasing a balky

member for quite a while. Very often, the playing group can fairly settle differences and problems with not teacher assistance, trusting one another and able to see the reasonableness of solutions proferred by one member of the group or another. Groups are fluid, changing from day to day, with no child being excluded from any group.

2. *Methods*

The ways in which social and emotional growth is encouraged remain basically the same as those reported at the beginning of the year. The teachers have established a climate of loving acceptance within which each child is free to develop independently, as well as to improve social-interaction skills.

The time schedule allows much freedom within the structure. The stage is set for certain activities but the nature of the activity is set increasingly by the children. Children socialize freely, following natural inclinations, establishing their own groups, inventing their own games with their own rules. These child-centered activities provide endless opportunities for improving verbal and social skills.

Parent-teacher conferences - the formal ones held twice a year as well as the numerous informal contacts - have provided feedback to parents on the social and emotional growth in their children which has itself facilitated change in parent-child relationships. Through this constant feedback, teachers have been able to help parents to see the ways in which parental behavior and attitudes affect children and it is felt that this new awareness has motivated behavioral change in several parent-child relationships.

E. *CULTURAL DIVERSITY*

1. *Goals and Expectations*

Patterns of social interaction within the four-year-old class seem to indicate that the children have learned to accept differences with regard to race and socio-economic class. All children have access to any group that forms during play and no cliques have developed. The children seem to show little awareness of differences that reflect socio-economic status but are very aware of who is black and who is white. They talk freely about this, but seem to put no value judgments on the difference. Some "best

friends" are racially mixed and larger group play is always mixed, with black or white children assuming leadership roles depending on the activity of the moment.

During the second part of the year we have also tried to expand the concept of diversity from an awareness of differences within the classroom to a broader picture of diversity within the community and world at large. The goal here is to build an awareness of ethnic and cultural differences by drawing on the resources of the parents and teachers in the school and the community.

2. *Methods*

   a. *Differences within the children and teachers of the class:*

      (1). *Use of books like "Your Skin and Mine" and "Straight Hair, Curly Hair" for scientific explanations of perceived differences.*

      (2). *Drawing of self-portrait with great attention to details of hair and skin. This is watched by and commented on by a changing group of watching children.*

      (3). *An on-going awareness by teachers so that any comment or question by a child can be picked up and expanded on.*

      (4). *Use of rhythm and blues records.*

      (5). *Photographs, stories and discussions about black and white heroes and holidays.*

      (6). *Conscious use and search for integrated teaching materials - books, records, posters, advertisements, newspaper articles and photographs.*

   b. *Ethnic and cultural diversity in the world:*

      (1). *An African program - using African parents to prepare food, show native dress and fabrics, hairdressing techniques and the language of their country. Teachers reinforce this experience with books, posters, maps, discussions, records, a trip to an African store and an African museum.*

(2). *Using Dutch parents to follow a similar program about Holland with teachers appropriately reinforcing.*

(3). *A "Soul Food" luncheon was held, each class preparing part. New foods were tasted and the "South" idea explored - who had relatives there, what it is like.*

(4). *Passover - the story was told and the class made fried matzoh. The significance of matzoh was simply discussed.*

(5). *Chanukah - the story was told, songs learned, and a menorah brought in and lit.*

(6). *Using dances and songs from different countries.*

(7). *Teaching games that children play in other countries.*

(8). *Using books that depict children in another place or culture having similar experiences to our children. The children are able to identify with this experience at the same time they are made aware of differences.*

(9). *Using posters of ethnic heroes and celebrities, as well as of children in other countries in different dress to promote discussion.*

F. *PHYSICAL DEVELOPMENT*

1. *Goals and Expectations*

a. *Health habits - children are expected to have an awareness of desirable health habits and to be able to manage bodily functions independently.*

b. *Large muscle development - children are expected to be able to climb, run, jump, skip, hop and make full use of play equipment. They are also expected to have some body awareness and some control of breath.*

c. *Small muscle activity - children are expected to have fairly good control of small muscles and to be able to do such activities as tracing, cutting and pasting, painting, drawing with crayons and working manipulative games.*

2. *Methods*

a. *Teachers encourage independence in toileting and stress important habits to acquire.*

b. *Time is set aside for large muscle activity daily. Children walk to the playground and use the equipment there or climb on the equipment at school and ride tricycles. Games are played which direct the children's awareness to different parts of the body and also encourage breath control.*

c. *Art activities are available every day that help to develop small muscle coordination. Much work is done with puzzles and other manipulative games.*

EVALUATION OF THE COLUMBIA ROAD PRE-SCHOOL PROJECT

The evaluation of the Columbia Road Pre-School Project consists of three major parts. The first part relates to the use of standardized test instruments to assess pupils' performances in those areas dictated by the objectives such as mental maturity and reading readiness.

The second part uses teacher records to assess social, emotional and similar behaviors in pupils. These teacher assessments are made on a periodic basis. This data is included in the evaluation because it represents the teachers' descriptions of the children he or she teaches.

The third major part of the evaluation relates to the involvement and assessment of parents' attitudes toward the Project. This part also focuses upon the administrative activities involved in the operation of the Project.

TESTS USED IN THE EVALUATION OF THE COLUMBIA ROAD PRE-SCHOOL PROJECT

The evaluation of the Project through the use of tests involves the administration of various tests to three major groupings at the Pre-School. These groups are called 1) Three-Year-Old Group, 2) Transition Group (late 3's and early 4's), and 3) The Four-Year-Old-Group. The Kindergarten Class is not a part of the Title III effort and in most instances is not included in the evaluation. The Evaluator indicated in his May 1st report that he believes that the Kindergarten Class should be administered an instrument which would assess their readiness to do first grade work. There are some objections to this view at the Project and parent levels; therefore, this class of children was not tested.

Table I below describes the tests which have been administered to pupils in the Project.

TABLE I

TESTS FOR THE COLUMBIA ROAD PRE-SCHOOL PROJECT

CLASS	*TESTS*
Four-Year-Old	*Columbia Mental Maturity Scale (Given 4/72)* *Slosson Intelligence Test* *UCLA Situational Test of Competence* *Pre-School Development Inventory* *Day Care Behavior Inventory*
Transition	*UCLA Situational Tests of Competence* *Columbia Mental Maturity Scale* *Slosson Intelligence Test (late May)* *Pre-School Development Inventory* *Day Care Behavior Inventory*
Three-Year-Old	*Columbia Mental Maturity Scale* *UCLA Situational Test of Competence* *Pre-School Development Inventory* *Day Care Behavior Inventory*

A brief description of these instruments are provided below:

A. *The Columbia Mental Maturity Scale is an individually administered intelligence test designed to yield an estimate of intellectual ability of children in the mental age range from 3 to 12 years.*

B. *The UCLA Situational Test of Competence was developed by Dr. Carolyn Stern (UCLA). It attempts to measure the child's view or feeling towards specific behaviors and attitudes. The test is comprised of 4 booklets: 2 for boys (white/black); 2 for girls (white/black). Each book contains the same 40 items and for each item a child is asked to select one of 2 picture plates before him while the examiner reads the statement. For example, the examiner reads: "This John doesn't want to go to school.*

This John can hardly wait. Point to the John who's most like you." The test also includes specific items on racial and sexual identification and performance.

C. *Slosson Intelligence Test is an individual screening instrument for both children and adults. Test items are adapted from both the Stanford Binet and from infant development measures used at the Gesell Institute of Child Development. Items are both verbal and non-verbal. After establishing a basal (10 consecutive items correct) the test continues until the child misses 10 consecutive items. The test yields both a mental age and an intelligence quotient.*

D. *The Pre-School Development Inventory is an instrument which enables the teacher to rate the level of development of each child in areas such as physical, sensory, concepts and social and emotional development.*

E. *The Day Care Behavior Inventory focuses primarily upon social, emotional and intellectual development of the child. It is designed to enable the teacher to rate a child on items which cover these areas of development.*

USE OF CONTROL GROUPS

The optimum evaluation of a project such as the Columbia Road Pre-School Project requires the use of appropriate control groups against which to compare the outcomes of the Project or experimental group. These two groups are suppose to be highly similar on pertinent variables such as age, sex, race, socio-economic status, etc. The control group, however, does not receive the educational treatment provided the experimental group. If changes in relevant behaviors occur to a more significant extent in the experimental group we generally conclude that our educational treatment was responsible.

In the present evaluation we have not been able to utilize an appropriate control group against which to compare the outcomes of Project children. It is generally difficult to obtain control groups for projects such as the present one. One alternative is to use local or National norms whenever these exist. These norms do enable us to compare the performance of our Project Group against the means of large numbers of children. For example, if a reading intervention program is instituted for educationally disadvantaged children and the performance of these children increase to the point where they reach or exceed local or National norms, then we conclude that the reading program is successful. We have relied heavily upon this mode of evaluation because of the lack of an acceptable control group.

RESULTS OF STANDARDIZED TESTS

A. Columbia Mental Maturity Scale

The results of the April administration of the Columbia Mental Maturity Scale is shown below in Table 2:

TABLE 2

INTELLIGENCE QUOTIENTS OBTAINED FROM THE COLUMBIA MENTAL MATURITY SCALE

CLASS	NUMBER TESTED	MEAN I.Q.	SD
Four-Year-Olds	10	127.05	21.84
Transition	8	127.72	23.78
Three-Year-Olds	8	138.62	12.32

The results of this scale are high. The test is reported to have high reliability for the age groups tested (.89). The evaluator, therefore, believes these results to be evidence of intellectual gains made by these pupils primarily as a result of the Project. The set of objectives relating to cognitive development appears to have been reached to a considerable extent.

This test was not administered during the 1970-71 school year. Therefore, we have no pre-test performance measures for comparison purposes. The mean I.Q. range of 127 to 138 is considerably higher than the average I.Q. for children of the ages studies.

B. *The Slosson Intelligence Test was administered to the Four-Year-Old and Transition Classes at the Project. The outcomes of this administration is shown in Table 3 below. Appendix II lists the initials of children along with their age, sex and I.Q. scores.*

TABLE 3

RESULTS OF THE SLOSSON INTELLIGENCE TEST

CLASS	NUMBER TESTED	MEAN I.Q.	SD
Four-Year-Olds	9	123.25	32.35
Transition	9	128.11	32.03

While these mean scores are slightly less than those obtained on the Columbia Mental Maturity Scale, they do point to a high level of mental development in Project children.

The Slosson Intelligence Test was administered during the 1970-71 school year by the previous evaluator. The evaluators did not give the results of the test. They only indicated that the averages of the 3 and 4 year olds were high (over 110). While the exact performance for last year is not known, we believe that this, the current performance level, is higher and less variable. At any rate, the results from both years seem to confirm that these children are above average in intellectual development. The Evaluator strongly recommends that these children be followed through Kindergarten, first, second and third grades in order that a more meaningful assessment can be made of the effects of the Project.

C. *UCLA Situational Test of Competence*

This test was administered during the previous school year. One set of measures is designed to assess how children tend to perceive themselves, and their attitudes toward school, sex and race. In this test the child is shown a pair of pictures of a child the same sex and race as him or herself (except for items concerning sex and ethnic identification and preference). The pictures are intended to differ only in one characteristic (e.g., happy, not happy). The child is asked to indicate which of the two is most like him. The examiner reads a standard statement to the child identifying the intended feeling or situation.

Table 4 shows the results by item. The item numbers shown in the Table refer to the order in which items were given. The feeling and behaviors measured by the items are shown below in the order in which they are presented in the Table:

- *likes school*
- *helping*
- *sharing*
- *happy*
- *good*
- *like sex identification*
- *like sex preference*
- *like race identification*
- *like race preference*

TABLE 4

PERCENTAGE OF CORRECT RESPONSES TO UCLA SITUATIONAL TEST ITEMS

ITEM 1 - Likes School

CLASS	NUMBER	PERCENT
Four-Year-Olds	9	90
Transitions	8	80

TABLE 4

ITEM 2 - Likes To Help

CLASS	*NUMBER*	*PERCENT*
Four-Year-Olds	*7*	*70*
Transitions	*8*	*80*

TABLE 4

ITEM 3 - Likes To Share

CLASS	*NUMBER*	*PERCENT*
Four-Year-Olds	*8*	*80*
Transitions	*8*	*80*

TABLE 4

ITEM 4 - Likes Helping Friends

CLASS	*NUMBER*	*PERCENT*
Four-Year-Olds	*6*	*60*
Transitions	*7*	*70*

TABLE 4

ITEM 5 - Identifies Positively With Own Sex

CLASS	NUMBER	PERCENT
Four-Year-Olds	9	90
Transitions	9	90

TABLE 4

ITEM 6 - Identifies Positively With Own Race

CLASS	NUMBER	PERCENT
Four-Year-Olds	5	50
Transitions	6	60

TABLE 4

ITEM 7 - Identifies Positively With "Happy"

CLASS	NUMBER	PERCENT
Four-Year-Olds	8	80
Transitions	9	90

TABLE 4

ITEM 8 - Identifies Positively With "Good"

CLASS	NUMBER	PERCENT
Four-Year-Olds	7	70
Transition	7	70

TABLE 4

ITEM 9 - Prefers Own Sex

CLASS	NUMBER	PERCENT
Four-Year-Olds	8	80
Transition	7	70

TABLE 4

ITEM 10 - Prefers Own Race

CLASS	NUMBER	PERCENT
Four-Year-Olds	6	60
Transition	6	60

TEACHER ASSESSMENTS OF PUPIL BEHAVIOR

Teachers were asked to provide ratings of pupils' behavior on two instruments. These are the Pre-School Development Inventory and the Day Care Behavior Inventory. Three separate ratings on each child were planned for the final report. Initial plans called for ratings by the teacher, teacher's assistant and a third person who knew the child well. We were unable to acquire all of these ratings because the evaluation was begun too late in the year. Teachers and Project Persons were able to provide only one set of ratings which was presented in the Interim Report.

The first instrument enables the teacher to record the child's behavior in the following areas of development:

A. *Physical*

B. *Sensory Perception*

C. *Verbal Development*

D. *Concept Development*

E. *Social and Emotional Development*

The second instrument enables the teacher to rate the child's behavior and attitudes on several variables, e.g., tries to be with another, is kind and sympathetic, pushes and attention span. These instruments are provided in Appendixes 3 and 4 respectively for the reader's information.

Tables 5, 6, 7 and 8 provide the developmental level of children in the Kindergarten, Four-Year-Old, Three-Year-Old and Transition Classes. The development level is shown in terms of the percentage of tasks that the child can do on the Pre-School Development Inventory, "yes" or "no" answers to specific tasks the child knows or can do, and rankings of the amount of a specific task a child knows or can do.

The results of these teacher ratings show that the older groups are more highly developed on the behaviors indicated than the younger children. The differences between the groups show up more vividly in the areas of concept and verbal development.

TABLE 5 - KINDERGARTEN

Student	PHYSICAL DEVELOPMENT			SENSORY PERCEPTION		VERBAL DEVELOPMENT
	Large Muscle	Small Muscle	Health Habits	Auditory	Visual	
W. H.	100%	100%	100%	100%	100%	100%
H. G.	100%	100%	100%	100%	100%	100%
L. G.	100%	100%	100%	100%	100%	100%
B. C.	98%	100%	100%	100%	100%	100%
L. H.	100%	100%	100%	100%	100%	100%
E. L.	100%	98%	100%	100%	100%	95%
K. M.	100%	100%	100%	100%	100%	98%
A. P.	45%	100%	100%	100%	100%	98%
T. B.	100%	100%	100%	100%	100%	98%
R. A.	100%	100%	100%	100%	100%	98%

TABLE 5 - KINDERGARTEN

	CONCEPT DEVELOPMENT				SOCIAL & EMOTIONAL DEVELOPMENT; MATURITY				
Student		Shapes knows	Numbers knows	Letters knows	Overall Competency	Has Self-Confidence & Ego Strength	Knows His Sex	Knows His Race	Child Is Usually
W. H.	100%	Many	Many	All	100%	Yes	Yes	Yes	Happy
H. G.	100%	Many	Few	All	100%	Yes	Yes	Yes	Happy
L. G.	100%	Some	Few	Few	95%	Yes	Yes	Yes	Varied Temperament
B. C.	100%	Many	Few	All	100%	Yes	Yes	-	Happy
L. H.	100%	Many	Few	All	95%	Yes	Yes	Yes	Happy Sometimes Hostile
E. L.	100%	Many	Few	All	100%	Yes	Yes	Yes	Happy
K. M.	100%	Many	Many	All	100%	Yes	Yes	Yes	Happy
A. P.	100%	Some	Few	Few	95%	Some	Yes	Yes	Withdrawn
T. B.	100%	Many	Few	All	100%	Yes	Yes	Yes	Happy
R. A.	100%	Many	Few	All	100%	Yes	Yes	Yes	Happy

TABLE 6 - FOUR-YEAR-OLDS

Student	PHYSICAL DEVELOPMENT			SENSORY PERCEPTION		VERBAL DEVELOPMENT
	Large Muscle	Small Muscle	Health Habits	Auditory	Visual	
R. D.	100%	75%	100%	65%	96%	85%
N. K.	100%	60%	100%	100%	100%	78%
T. K.	100%	70%	100%	100%	100%	85%
A. P.	100%	75%	100%	100%	100%	40%
A. F.	100%	60%	100%	100%	100%	75%
D. W.	100%	75%	100%	85%	100%	40%
T. J.	100%	90%	100%	65%	100%	60%
M. S.	80%	40%	100%	100%	100%	40%
B. I.	100%	57%	100%	100%	66%	88%
W. E.	100%	57%	100%	66%	84%	75%
K. S.	100%	71%	100%	100%	100%	50%
T. B.	100%	44%	100%	100%	100%	100%
P. W.	100%	71%	100%	100%	100%	62%
A. H.	100%	85%	100%	100%	84%	75%
J. D.	80%	71%	100%	100%	100%	100%
D. O.	80%	57%	100%	100%	83%	75%
D. B.	100%	71%	100%	100%	100%	75%

TABLE 6 - FOUR-YEAR-OLDS

	CONCEPT DEVELOPMENT				SOCIAL & EMOTIONAL DEVELOPMENT; MATURITY				
Student		Shapes knows	Numbers knows	Letters knows	Overall Competency	Has Self-Confidence & Ego Strength	Knows His Sex	Knows His Race	Child Is Usually
R. D.	80%	Few	Few	None	45%	Yes	Yes	Yes	Happy
N. K.	100%	Some	Few	All	98%	Yes	Yes	Yes	Varied Temperament
T. K.	95%	Many	Few	Some	100%	Yes	Yes	Yes	Happy
A. P.	95%	Many	Few	All	98%	Yes	Yes	Yes	Happy
A. F.	95%	Some	Few	All	100%	Yes	Yes	Yes	Happy
D. W.	56%	Some	None	None	100%	Yes	Yes	Yes	Happy
T. J.	95%	Some	Few	All	25%	-	Yes	Yes	Varied Temperament
M. S.	70%	Some	None	None	72%	Yes	Yes	Yes	Happy
B. I.	70%	Some	Few	None	75%	Yes	Yes	Yes	Happy
W. E.	65%	Some	Few	Some	100%	Yes	Yes	Yes	Happy
K. S.	95%	Some	Few	Some	100%	Yes	Yes	Yes	Happy
T. B.	77%	Some	Few	Some	67%	Yes	Yes	Yes	Happy
P. W.	95%	Some	Few	All	75%	Yes	Yes	Yes	Happy
A. H.	95%	Some	Few	Some	100%	Yes	Yes	Yes	Happy
J. D.	95%	Many	Some	All	100%	Yes	Yes	Yes	Happy
D. O.	95%	Some	Few	All	100%	Yes	Yes	Yes	Happy
D. B.	95%	Many	Few	Some	100%	Yes	Yes	Yes	Happy

TABLE 7 - TRANSITION CLASS

STUDENT	PHYSICAL DEVELOPMENT			SENSORY PERCEPTION		VERBAL DEVELOPMENT
	Large Muscle	Small Muscle	Health Habits	Auditory	Visual	
J. B.	60%	50%	100%	100%	100%	100%
K. M.	60%	50%	100%	50%	75%	50%
R. W.	100%	95%	100%	100%	100%	100%
P. G.	100%	50%	100%	100%	100%	95%
K. H.	100%	85%	100%	100%	100%	85%
B. M	80%	30%	100%	100%	100%	100%
B. B.	80%	80%	100%	82%	100%	95%
D. H.	100%	71%	100%	100%	100%	50%
P. M.	100%	50%	100%	95%	90%	100%
M. A.	100%	71%	100%	50%	83%	10%
J. B.	100%	71%	100%	10%	67%	10%
J. K.	80%	50%	100%	100%	100%	100%
N. A.	60%	50%	100%	50%	50%	50%
J. W.	100%	40%	100%	50%	100%	75%

TABLE 7 - TRANSITION CLASS

Student	CONCEPT DEVELOPMENT				SOCIAL & EMOTIONAL DEVELOPMENT; MATURITY				
		Shapes knows	Numbers knows	Letters knows	Overall Competency	Has Self-Confidence & Ego Strength	Knows His Sex	Knows His Race	Child Is Usually
J. B.	100%	Many	Many	Many	100%	Yes	Yes	Yes	Happy
K. M.	85%	Some	Few	Few	50%	Yes	Yes	No	Happy
R. W.	95%	Many	Some	Many	90%	Yes	Yes	Yes	Quiet and Withdrawn
P. G.	100%	Many	Few	Some	100%	Yes	Yes	Yes	Happy, Sometimes Withdrawn
K. H.	100%	Many	Some	Many	100%	Yes	Yes	Yes	Happy
B. M.	100%	Many	Some	Many	100%	Yes	Yes	Yes	Happy
B. B.	80%	Many	Some	Many	100%	Yes	Yes	Yes	Happy
D. H.	95%	Some	Some	Some	80%	Yes	Yes	Yes	Happy, Sometimes Withdrawn
P. M.	95%	Some	Few	Some	95%	Yes	Yes	Yes	Happy
M. A.	14%	Few	None	Few	71%	Yes	Yes	Yes	Happy
J. B.	-	-	-	-	42%	Yes	Yes	Yes	Moody
J. K.	92%	Some	Some	Some	100%	Yes	Yes	Yes	Happy
N. A.	75%	None	None	None	68%	Yes	Yes	Yes	Happy
J. W.	86%	Most	None	None	25%	Some	Yes	Yes	Unhappy, Tense & Withdrawn

TABLE 8 - THREE-YEAR-OLDS

Student	PHYSICAL DEVELOPMENT			SENSORY PERCEPTION		VERBAL DEVELOPMENT
	Large Muscle	Small Muscle	Health Habits	Auditory	Visual	
B. K.	100%	100%	100%	100%	100%	100%
H. H.	100%	100%	90%	100%	100%	100%
J. N.	100%	100%	90%	100%	100%	70%
S. R.	100%	55%	50%	100%	100%	100%
N. F.	80%	50%	100%	100%	86%	95%
B. B.	80%	50%	100%	100%	100%	100%
G. B.	-	-	-	-	-	-
N. S.	80%	40%	100%	100%	100%	100%
S. P.	-	-	-	-	-	-
T. F.	80%	70%	100%	100%	85%	75%

TABLE 8 - THREE-YEAR-OLDS

	CONCEPT DEVELOPMENT				SOCIAL & EMOTIONAL DEVELOPMENT; MATURITY				
		Shapes knows	Numbers knows	Letters knows	Overall Competency	Has Self-Confidence & Ego Strength	Knows His Sex	Knows His Race	Child Is Usually
B. K.	100%	Many	Many	Many	100%	Yes	Yes	Yes	Happy, Sometimes Withdrawn
H. H.	71%	Some	By Rote	None	75%	Yes	Yes	Yes	Happy
J. N.	79%	Some	By Rote	None	100%	Yes	Yes	Yes	Happy
S. R.	79%	None	None	None	75%	Yes	Yes	Yes	Happy
N. F.	34%	-	-	-	50%	Yes	Yes	-	-
B.B.	-	-	-	-	79%	Yes	Yes	-	Happy
G. B.	-	-	-	-	-	-	-	-	-
N. S.	10%	-	-	-	75%	Yes	Yes	-	Happy Sometimes Frustrated
S. P.	-	-	-	-	-	-	-	-	Shy, Withdrawn
T. F.	80%	Some	-	-	60%	Yes	Yes	-	Happy

The Day Care Behavior Inventory represents the ratings of teachers on specific areas of the children. Here, as in the previous rating form, the plan was to use three independent ratings on each child to obtain data for the year-end-report. This was not done because of reasons previously discussed. Table 9 below shows the items rated and the average ratings for each item by class.

The ratings on Table 9 are based on a scale of 1 to 5 as follows:

1. *Almost Never*
2. *Sometimes*
3. *Half the Time*
4. *Frequently*
5. *Almost Always*

TABLE 9

BEHAVIORAL RATINGS OF PUPIL BEHAVIOR AND ATTITUDES BY TEACHERS

ITEM	*KINDER -GARTEN*	*FOUR YEAR OLD*	*TRANSITION*	*THREE YEAR OLD*	*BEHAVIOR BEST CLASSIFIED AS**
1. *Tries to be with another or with a group*	4.4	4.3	4.1	4.2	*Good*
2. *Keeps trying even if something is hard to do*	3.8	3.5	3.1	3.1	*Good*
3. *Prefers to be by himself; wants to be alone*	1.7	2.0	2.2	2.4	*Good*

TABLE 9

BEHAVIORAL RATINGS OF PUPIL BEHAVIOR AND ATTITUDES BY TEACHERS

ITEM	KINDER-GARTEN	FOUR YEAR OLD	TRANSITION	THREE YEAR OLD	BEHAVIOR BEST CLASSIFIED AS*
4. Gets in a temper if he can't have his way	1.8	2.3	2.4	2.6	Good
5. Loses interest and doesn't finish a puzzle, game or painting	2.1	2.1	2.3	2.2	Good
6. Is kind and sympathetic to someone who is upset or in trouble	4.9	4.8	4.5	3.8	Good
7. Likes to take part in activities with others	4.9	4.7	4.6	4.5	Good
8. Works a long time with a form board, puzzle, or other "achievement" toy, trying to complete it or get it right	4.2	4.2	3.8	3.2	Good
9. Watches others, and does not join in with them	1.4	1.3	1.4	1.5	Good
10. Gets impatient and unpleasant if he can't have his way	1.3	1.3	1.4	1.4	Good

TABLE 9

BEHAVIORAL RATINGS OF PUPIL
BEHAVIOR AND ATTITUDES BY TEACHERS

ITEM	KINDER -GARTEN	FOUR YEAR OLD	TRANSITION	THREE YEAR OLD	BEHAVIOR BEST CLASSIFIED AS*
11. Forgets a job or errand he started as his mind wanders to other things	1.5	1.6	1.8	1.8	Good
12. Tries to make life easier for others; doesn't want to hurt them	4.7	4.8	4.6	4.3	Good
13. Enjoys being with others	4.9	4.7	4.3	4.2	Good
14. Pays attention to what he's doing; nothing seems to distract him	4.1	3.1	2.9	2.8	Good
15. Plays by himself rather than w/others	2.2	2.4	3.0	3.1	Good
16. Pushes, hits, kicks others	1.2	1.3	1.1	1.2	Good
17. Gets distracted from what he's doing by what others are doing	2.3	2.4	2.4	2.8	Good
18. Is willing to share candy, food or belongings w/others	4.9	4.7	4.4	3.9	Good

TABLE 9

BEHAVIORAL RATINGS OF PUPIL BEHAVIOR AND ATTITUDES BY TEACHERS

ITEM	KINDER-GARTEN	FOUR YEAR OLD	TRANSITION	THREE YEAR OLD	BEHAVIOR BEST CLASSIFIED AS*
19. Seeks others out to get them to play with him or join in activity	4.9	4.6	4.4	3.7	Good
20. Sticks to something he starts until it is finished	4.7	4.3	4.1	3.2	Good
21. Goes off by himself when others are gathering to dance or play together	1.6	1.6	1.8	2.0	Good
22. Gets angry when he has to wait his turn or share with others	1.8	2.0	2.3	2.5	Good
23. His attention wanders from what you are telling him	1.3	1.4	1.7	2.1	Good
24. Tries to help when he is asked	4.9	4.9	4.3	4.4	Good

TABLE 9

BEHAVIORAL RATINGS OF PUPIL BEHAVIOR AND ATTITUDES BY TEACHERS

ITEM	KINDER-GARTEN	FOUR YEAR OLD	TRANSITION	THREE YEAR OLD	BEHAVIOR BEST CLASSIFIED AS*
25. Goes up to others and makes friends; doesn't wait for them to come to him	4.9	4.7	4.2	4.3	Good
26. Quietly sticks to what he's doing even when others are making noises or doing things nearby	4.6	4.2	4.0	3.7	Good
27. Tends to withdraw and isolate himself, even when he's supposed to be with a group	2.1	2.3	2.1	2.1	Good
28. Sulks, gets resentful, and won't do things he should	1.7	1.6	1.9	1.9	Good
29. Goes from one thing to another; quickly loses interest in things	2.0	2.1	2.0	2.3	Good
30. Awaits his turn willingly	4.9	4.9	4.7	4.3	Good

The results show the ratings on positive behavioral items to be generally high while those of negative behavioral items are generally low. It is difficult to know to what extent multi-ratings would have increased the reliability of the observed ratings. A teacher's feelings and attitudes toward his/her pupils can perhaps be reliably expressed after he/she has taught the pupils for sometime. At any rate, the way they feel toward children is real in terms of the effect it has upon the child and upon the teacher. Essentially then the real data on teacher rating forms for pupils, how the teacher feels and not really the actual attitudes, feelings or disposition of children. Multi-ratings may help us get closer to a description of the child's affective behavior but it has no effect upon the teacher's perception of the child's affective behavior and his/her direct and influential interaction thereupon.

PARENT INVOLVEMENT IN THE PROJECT

A significant element of the Project involves the activities of parents. Parents have participated in the Project in the following ways:

- *Staying with their children during the phase-in part of the Program.*
- *Parents have remained in the school until their child felt comfortable with teachers.*
- *Visits to the classrooms have been made by all parents.*
- *Approximately half of the parents have given assistance in the classroom.*
- *Parent's committees have been established to carry out various activities, e.g., parties, field trips, painting, etc.*
- *The Parents Advisory Committee has assisted in planning and policy making.*
- *Parents' meetings have been conducted during which parents have been oriented to the Program.*
- *Parents have conducted fund-raising and social events.*

The parents' level of involvement in terms of the different types of activities confirms their level of involvement in the Project. The objectives relating to parents have been reached in the Columbia Road Pre-School Project.

ADMINISTRATIVE ACTIVITIES

The Project Director has provided what appears to be very good leadership for the Project. She has been able to recruit and maintain teachers and aides. Communications within the Project is provided through weekly staff meetings. These meetings also serve as training sessions in which a child psychiatrist, twice per month, provides consultation on more effective ways of dealing with specific children and situations. In-service training sessions have been conducted to help increase the effectiveness of the teacher in the classroom.

The Director has also taken steps to share the results of the Columbia Pre-School Project with the broader educational community. Operating manuals and letters have been sent to the public school and meetings are being planned to assist in replicating the Project. Additionally, public school pre-kindergarten teachers made visits to the Project every Tuesday and Thursday.

In summary, the Columbia Road Pre-School Project appears to have reached its objectives in the cognitive and attitudinal areas. This is evidenced in the Final Report through Mental Maturity Test scores, Preschool Inventory of Development and teacher ratings of specific behavior and attitudes of pupils. This Final Report has also provided a wider range of data to assess the effectiveness of the Project.

APPENDIX I

SCORES ON THE COLUMBIA MENTAL MATURITY SCALE

INITIALS	THREE YEAR OLDS
N. F.	126
B. B.	136
J. N.	140
N. S.	136
L. O.	155
J. M.	153
T. F.	144
H. H.	119

INITIALS	FOUR YEAR OLDS
A. H.	105
R. D.	88
D. W.	109
T. J.	149
D. O.	151
T. K.	109
B. I.	142
N. K.	132

INITIALS	TRANSITION
K. A.	90
D. H.	103
K. H.	146
P. M.	89
B. B.	133
J. B.	146
P. G.	150
B. M.	148
J. W.	136
R. W.	163
K. M.	-

APPENDIX II

SLOSSON INTELLIGENCE TEST SCORES

INITIALS	SEX	AGE Yrs.	AGE Mos.	SCORE
R. D.	M	5	6	86
E. P.	M	5	0	130
T. J.	M	5	0	177
A. H.	F	4	10	109
E. W.	M	4	10	76
G. J.	F	4	10	138
K. S.	F	4	7	129
D. B.	M	4	6	141
P. M.	F	4	7	98
R. W.	F	4	7	142
K. A.	M	4	5	68
J. K.	M	4	4	154
J. W.	M	4	2	112
B. B.	M	4	2	148
J. B.	M	4	1	163
K. H.	F	4	1	155
K. M.	M	3	11	113

APPENDIX III

COLUMBIA ROAD SCHOOL

PRE-SCHOOL DEVELOPMENT

INVENTORY

Child's name _____

Birthday _____

Date entered school _____

Teachers _____

Class _____

Date of inventory _____

I. PHYSICAL DEVELOPMENT

a. Large Muscle Development

Can the child ---

_____ skip

_____ hop

_____ jump

_____ go up and down steps

_____ use jungle gym (climbing, etc.)

b. Small Muscle Development

Can the child ---

_____ button

_____ zip

_____ snap

_____ lace

_____ tie

_____ string beads

_____ hold brush and crayon

c. Health Habits

Does the child ---

_____ use a tissue or handkerchief

_____ wash hands after toilet and before eating

_____ flush toilet

_____ use drinking fountain

COMMENTS:

II. SENSORY PERCEPTION

a. Auditory

Can the child ---

_____ *listen to stories*

_____ *answer questions about stories*

_____ *follow directions*

_____ *respond to music (by dancing, singing)*

_____ *respond to rhythms (by clapping, chanting)*

_____ *hear adequately*

b. Visual

Can the child ---

_____ *recognize and match colors*

_____ *recognize and match shapes*

_____ *perceive differences*

_____ *perceive likenesses*

_____ *classify objects (as toys, food, clothes, etc.)*

_____ *see adequately*

COMMENTS:

III. VERBAL DEVELOPMENT

Can the child ---

_____ ask for things by name

_____ describe objects and experiences

_____ give appropriate responses

_____ keep to topic

_____ speak clearly

_____ use telephone

_____ give full name and address

_____ sing simple songs

COMMENTS:

IV. CONCEPT DEVELOPMENT

The child is familiar with the following concepts:

_____ size (large, small; thick, thin; small, smallest; fat, thin)

_____ distance (near, far; farthest, nearest)

_____ spatial relations (under, over; behind, beneath, on top of, next to)

_____ temperature (hot, cold, warm, freezing; degrees)

_____ weather (cloudy, sunny; rain, snow, fog, heat, cold)

_____ time (yesterday, today, tomorrow, 5 minutes ago, an hour from now)

_____ texture (hard, soft; rough, smooth; sharp, dull)

_____ measures (weight (pounds), height or length (feet, inches); heavy, light; tall, short)

_____ age (I am _____ years old - older, younger)

_____ direction (up, down; forward, back; left, right)

_____ money

_____ family members

_____ community workers (fireman, policeman, etc.)

_____ seasons (winter, summer, fall, spring)

The child knows:

these shapes -

these numbers -

these letters -

COMMENTS:

V. SOCIAL AND EMOTIONAL DEVELOPMENT; MATURITY

The child can and does ---

_____ share

_____ consider feelings of others

_____ manage some frustration

_____ relate to adults

_____ relate to peers

_____ adjust to group demands

_____ dress himself

_____ feed himself

_____ clothe himself

_____ try new things readily

_____ finish activities and return them to proper place

_____ set realistic goals

_____ the child has some ego-strengths and self-confidence

_____ the child knows whether he is a boy or a girl

_____ the child know what race he is

The child is usually ---

_____ tense

_____ withdrawn

_____ unhappy

_____ happy

COMMENTS:

APPENDIX IV

DAY CARE BEHAVIOR INVENTORY
SHORT FORM - PRE-SCHOOL AGE

Earl S. Schaefer and May Aaronson

Child's Name _____ *Date* _____

Age _____ *Class* _____ *Teacher* _____

INSTRUCTIONS

Please describe as accurately as possible how the above child behaves by circling one of the five responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE. Do not confer with anyone about the child.

	Almost Always	Frequently	Half the Time	Some times	Almost Never
1. Tries to be with another or with a group.	5	4	3	2	1
2. Keeps trying even if something is hard to do.	5	4	3	2	1
3. Prefers to be by himself; wants to be let alone.	5	4	3	2	1
4. Gets in a temper if he can't have his way.	5	4	3	2	1
5. Loses interest and doesn't finish a puzzle, game or painting.	5	4	3	2	1
6. Is kind and sympathetic to someone who is upset or in trouble.	5	4	3	2	1
7. Likes to take part in activities with others.	5	4	3	2	1
8. Works a long time with a form board, puzzle, or other "achievement" toy, trying to complete it or get it right.	5	4	3	2	1

	Almost Always	Frequently	Half the Time	Sometimes	Almost Never
9. Watches others, but doesn't join in with them.	5	4	3	2	1
10. Gets impatient and unpleasant if he can't have his way.	5	4	3	2	1
11. Forgets a job or errand he started, as his mind wanders to other things.	5	4	3	2	1
12. Tries to make life easier for others; doesn't want to hurt them.	5	4	3	2	1
13. Enjoys being with others.	5	4	3	2	1
14. Pays attention to what he's doing; nothing seems to distract him.	5	4	3	2	1
15. Plays by himself rather than with others.	5	4	3	2	1
16. Pushes, hits, kicks others.	5	4	3	2	1
17. Gets distracted from what he's doing by what others are doing.	5	4	3	2	1
18. Is willing to share candy, food or belongings with others.	5	4	3	2	1
19. Seeks others out to get them to play with him or join in an activity.	5	4	3	2	1
20. Sticks to something he starts until it is finished.	5	4	3	2	1
21. Goes off by himself when others are gathering to dance or play together.	5	4	3	2	1

	ALmost Always	Fre-quently	Half the Time	Some-times	Almost Never
22. Gets angry when he has to wait his turn or share with others.	5	4	3	2	1
23. His attention wanders from what you're telling him.	5	4	3	2	1
24. Tries to help when he's asked.	5	4	3	2	1
25. Goes up to others and makes friends; doesn't wait for them to come to him.	5	4	3	2	1
26. Quietly sticks to what he's doing, even when others are making noise or doing things nearby.	5	4	3	2	1
27. Tends to withdraw and isolate himself, even when he's supposed to be with a group.	5	4	3	2	1
28. Sulks, gets resentful, and won't do things he should.	5	4	3	2	1
29. Goes from one thing to another; quickly loses interest in things.	5	4	3	2	1
30. Awaits his turn willingly.	5	4	3	2	1

PART II

Montessori Pre-School

Report prepared by:

Jerusa Wilson, Ph.D.

Project Summary

Title: Montessori Pre-School

Group Served: Pre-School Children

Project Location: John Burroughs Elementary School

Title III Funds Allocated: $27,964

Number of Children Served: 40 children

Background and Rationale:

The need existed in the John Burroughs Elementary School community for public pre-school services. Parents of the community indicated a desire to start such a program and were willing to give their time and services in support of the program. Interest and efforts of a concerned community resulted in approval and funding of the Montessori Pre-School.

Project Objectives:

The primary objectives of the program are:

a) To adapt the Montessori method and develop a model for a public school setting.

b) To improve concentration skills in pre-school children as demonstrated by willingness to pursue a task for up to fifteen minutes as observed by the teacher.

c) To develop independent learning behavior in pre-school children as demonstrated through self-initiated learning activities.

d) To improve intrinsic motivation (i.e., enjoyment of learning) in pre-school children as demonstrated by the pursuit and accomplishment of a task for no extrinsic reward (e.g., teacher-given).

e) To improve self-confidence in pre-school children as demonstrated by the willingness of the child to pursue a task of reasonable difficulty.

f) To develop self-discipline as demonstrated by the child's willingness to share materials and learning space with another child for up to fifteen minutes without direct adult supervision.

g) To develop and sustain active participation of parents in the educational program in a Montessori Pre-school setting, as demonstrated by their volunteer services in the program and continuity of the educational program in the home.

h) To measure the effects of learning experiences provided in a Montessori setting for pre-school children on objective and projective test instruments of verbal intelligence, general ability, and specific achievements.

There were specific individual objectives developed to enhance self-concept of the children. (see Final Report)

Project Methodology:

The Montessori classroom is a "prepared environment." Thus, the children were exposed to the environment as dictated by the Montessori Method. Child-sized replicas of real-life apparatuses and learning materials were at the disposal of the children. Children were left free to experiment as they chose, with little teacher guidance. However, records were kept of each child as he progressed, step-by-step, through the curriculum, so that each child would be exposed to every phase of the program until mastered satisfactorily. Certain simple rules within the classroom were developed concerning expected social behaviors.

Two half-day classes of twenty children were held each day. Children 2½ - 3 years old attended the morning classes; the 4 - 5 year olds attended the afternoon sessions.

Evaluation Plan:

A pre-inventory was administered at the beginning of the program, and a continuous appraisal of each pupil's behavior was made by the teacher from observations of the children and from the daily records that were kept.

An outside consultant was contracted to assess the program. The format of this evaluation involved 1) the collection of previous data on pertinent variables, 2) direct observation of classes, 3) periodic measures on intellectual and attitudinal variables, and 4) collecting end-of-the-year data. Also, a control class which was desired did not materialize. Thus, comparative data was missing.

Basically, the final evaluation provided data from inventories, teacher appraisals of pupil development, parents' attitudes and assessments and administrative activities of the project.

Comments and Recommendations:

The Burroughs Pre-School was well organized and operated. Progress in mental, social, and practical life, language and mathematics development appeared very high.

There was some difficulty in getting materials at the beginning of the program, and testing was not given at the desired time. It is, therefore, recommended that, 1) a more intensive effort be made in the evaluation of next year's Montessori project and 2) participating pupils at the five-year-old level be given reading readiness pre and post tests.

AN EVALUATION REPORT

OF

THE MONTESSORI PRE-SCHOOL PROJECT
JOHN BURROUGHS ELEMENTARY SCHOOL
MRS. DORIS HUNDLEY, PRINCIPAL

Submitted To:

Mrs. Lavolia Vails, Title III Coordinator
The Department of Research and Evaluation
of the
Public Schools of the
District of Columbia

By:

Jerusa C. Wilson, Ph. D.
Consultant

June 30, 1972

INTRODUCTION

The Montessori Pre-School Project located at the John Burroughs Elementary School is a Title III (ESEA) Program designed to adapt the Montessori method and to develop a model for a public school setting. A major impetus to the Program was the desire of parents at Burroughs Elementary School to start an exemplary Early Childhood Public Education Program.

This desire for pre-school education is based primarily on the belief that pre-school education offers a singular opportunity to encourage the fullest development of each individual child. A pre-school that provides a stimulating environment can foster the fullest development of each child's potential. For this Title III Program, the Montessori approach was chosen. The Montessori approach to Early Childhood Education is grounded on the principles of freedom, experimentation and spontaneity while providing a structured learning environment. Experimentation by the child results in learning, confidence, and positive attitudes toward the learning situation.

The Montessori approach is based on the belief that environment in the early childhood years can stimulate or drastically limit the individual's intellectual potential. Exposure to and manipulation of a great variety of intellectual and sensory stimuli can foster personal and intellectual growth. The learning materials, "didactic apparatus," are designed to take the child, step by step, through the concept to be learned.

Teacher guidance is minimal; most of the learning is what Montessori called "auto-education." Attractive materials at the child's level of readiness, and the child's voluntary spontaneous choice of activities, without teacher interruption, allow the development of concentration and other skills. The Montessori methodology incorporates, within a framework of freedom, activities and exercises designed to culminate in "inner discipline" and encourage intellectual competence.

The Program was designed to accommodate two half-day classes of twenty (20) children each. The children's ages range from three (3) years to five (5) years. The objectives of the Project and the associated program of instruction designed to reach these objectives are briefly described in this report.

This report focuses primarily upon the evaluation of the Program. Our major task in the evaluation is to determine pupil outcomes in the areas of intellectual, attitudinal and motivational characteristics. We have restated the objectives of the Project and the primary program content prior to presenting evaluative information. This sequence is a logical one and it puts the evaluation into a meaningful perspective.

OBJECTIVES OF THE MONTESSORI PRE-SCHOOL PROJECT

The objectives cited below were developed by Project personnel and they serve as the basis for the subsequent program content as well as the evaluation.

The primary objectives of the Program are:

A. *To adapt the Montessori method and develop a model for a public school setting.*

B. *To improve concentration skills in pre-school children as demonstrated by willingness to pursue a task for up to fifteen minutes as observed by the teacher.*

C. *To develop independent learning behavior in pre-school children as demonstrated through self-initiated learning activities.*

D. *To improve intrinsic motivation (i.e., enjoyment of learning) in pre-school children as demonstrated by the pursuit and accomplishment of a task for no extrinsic reward (e.g., teacher-given).*

E. *To improve self-confidence in pre-school children as demonstrated by the willingness of the child to pursue and accomplish a task of reasonable difficulty.*

F. *To develop self-discipline as demonstrated by the child's willingness to share materials and learning space with another child for up to fifteen minutes without direct adult supervision.*

G. *To develop and sustain active participation of parents in the educational program in a Montessori pre-school setting, as demonstrated by their volunteer services in the program and continuity of the educational program in the home.*

H. *To measure the effects of learning experiences provided in a Montessori setting for pre-school children on objective and projective test instruments of verbal intelligence, general ability, and specific achievements.*

I. *To enhance self-concepts of pre-school children through unconditional positive regard by all adults, as measured by projective drawings of each child.*

The specific objectives of the individual are:

A. *To recognize objects and pictures that are the same and those that are different.*

B. *To identify familiar sounds and respond to sounds or to oral instruction.*

C. *To name familiar objects or actions and use descriptive words.*

D. *To describe physical and abstract characteristics of an object or picture of an object.*

E. *To classify objects by one or more characteristics.*

F. *To seek information to solve problems, plan strategy for games or problems, attack a problem rationally or systematically, and anticipate future events in a series based upon past events.*

G. *To identify or describe an object by touch.*

H. *To identify and name the basic shapes.*

I. *To identify and name the colors.*

J. *To speak so that he can be understood and can answer simple questions in sentences using various parts of speech.*

K. *To count from 1 to 10.*

L. *To make and follow rules.*

M. *To compare tastes and smells of common items.*

N. *To control hand and finger movements, coordinate eyes and hands in a manipulating task.*

O. *To demonstrate friendliness and respect for others and willingness to participate in relating to other children.*

P. To describe how people differ in terms of physical features, roles in a family, places where they live, and occupations.

Q. To demonstrate good health and safety practices in playing, eating, and in moving about indoors and outdoors.

THE BASIC PROGRAM FORMAT OF THE JOHN BURROUGHS PRE-SCHOOL MONTESSORI PROJECT

The Montessori classroom is conceptualized as a "prepared environment" for the education of the very young. While furnishings are child size, all items are real and/or suitable facsimiles of the adult world. Didactic apparatuses, Montessori learning materials, are the means to the achievement of sensory, motor and intellectual development through the free exercise of the child's interest. With the freedom to choose any activity, the natural spontaneity of children is utilized for their enrichment. (See Appendix I for a list of typical materials).

All rules within the Montessori classroom are simple. No child will be disturbed while engaged in a learning activity. At his invitation, however, other children may join him. Any of the didactic materials may be used as long as they are returned after use to their place. No one may shout, fight, push, or run. Beyond these rules, the child is free to do whatever he chooses.

CHARACTERISTICS OF PARTICIPATING PUPILS IN THE JOHN BURROUGHS PRE-SCHOOL MONTESSORI PROJECT

There are forty (40) children in the Montessori Project. The morning class has twenty (20) pupils and the afternoon class has twenty (20) pupils.

The children's age range was from two and one-half (2-1/2) years to four and one-half (4-1/2) years when they were selected into the Project. There are now twenty-three (23) three-year olds, thirteen (13) four-year olds and four (4) five-year olds.

The racial composition of the Project is as follows:

Number of Black children = 37 or 92%

Number of White children = 3 or 8%

Number of other races = 0

All of the children live within the John Burroughs Elementary School geographical area.

EVALUATION OF THE MONTESSORI PRE-SCHOOL PROJECT

The evaluation of the Montessori Pre-School Project consists of two major types. The first mode of evaluation consists of the continuous appraisal of each pupil's behavior by the teacher. The second mode of evaluation of pupil outcomes involves the use of standardized tests which appraise the development of the child's mental abilities as well as the child's attitudinal and motivational changes. Additionally, this mode of evaluation involves data obtained from parents and from observations by the Evaluator.

The ideal format for the evaluation task consists of 1) the collecting of beginning-of-year data on pertinent variables; 2) following the implementation and operation of the Montessori Pre-School Program; 3) making periodic measures on intellectual and attitudinal variables; and, 4) collecting end-of-year data on same variables. This sequence together with the provisions for adequate controls would enable us to determine the effectiveness of the project in meeting its objectives.

The evaluation of this Project began later than was initially expected and as a consequence not all of the data which we desired to obtain was collected. Nevertheless, several sets of information were obtained during the year.

The final evaluation report provides data from the Pre-School Inventory, teacher appraisals of pupil development, parents' attitudes and assessments and administrative activities in promoting the Project.

PRE-SCHOOL INVENTORY

The Pre-School Inventory is a brief assessment and screening procedure designed for individual use with children in the age range of three to six years. It was developed to give a measure of achievement in areas regarded as necessary for success in school. This instrument was designed to be sensitive to the experiences of children. The educational intervention of the Montessori Method will enable us to measure any increase in a pupil's score when the Inventory is given at the end of the year.

The Pre-School Inventory measures the child's performance in the following areas:

A. Basic Information and Vocabulary
B. Number Concepts and Ordination
C. Concepts of size, shape, motion and color
D. Concepts of time, object class & social functions
E. Visual-Motor Performance
F. Following instructions
G. Independence and self-help

Thirty-five children were tested with the Pre-School Inventory in January 1972. These same children were tested in June 1972. This time span provides six months for additional growth in the areas measured by the Pre-School Inventory. The Pre and Post test scores for the same individual pupil is shown in Table I. Names of pupils have been omitted but initials are used. The aim of this Table is to show individual pupil growth. Appendix II shows the pupils' initials, age, scores and percentile for both Pre and Post administrations.

TABLE I

CHANGES IN PRE-SCHOOL INVENTORY TEST SCORES
FOR MONTESSORI PUPILS

INITIALS	AGE	PRE	POST	NET GAIN
J. P.	5½	52	59	7
C. C.	5	38	52	14
P. I.	5	58	62	4
C. W.	5	53	64	11
S. A.	4½	52	57	5
M. A.	4½	54	62	8
D. B.	4½	40	54	14
D. B.	4½	36	50	14
R. L.	4½	19	43	24
W. N.	4½	41	57	16
M. P.	4½	48	52	4
R. R.	4½	38	52	14
A. T.	4½	34	48	14
C. H.	4	48	59	11
E. J.	4	38	56	18
D. J.	4	45	52	7
D. J.	4	40	59	19
D.M.	4	31	45	14
B. M.	4	51	59	8
K. T.	4	50	62	12
T. W.	4	30	47	17
C. A.	3½	33	49	16
J. A.	3½	21	36	15
D. D.	3½	41	54	13
A. G.	3½	24	43	19
E. H.	3½	25	41	16
K. K.	3½	29	44	15
K. K.	3½	30	51	21
R. M.	3½	30	53	23
S. W.	3½	27	43	16
V. W.	3½	11	31	20
A. A.	3	38	47	9

The more conventional method of showing the results of performance on the Pre-School Inventory is shown in Table II below:

TABLE II

PRE AND POST SCORES FROM THE PRE-SCHOOL INVENTORY - ALL AGES COMBINED

Average Age = 4.10 Years

MEAN SCORE	STANDARD DEVIATION	NUMBER	PERCENTILE
Pre: 37.66	11.48522	32	79
Post: 51.34	7.94176	32	98

TABLE III

FOUR YEAR OLD PUPILS' PERFORMANCE ON THE PRE-SCHOOL INVENTORY

Average Age = 4.4 Years

MEAN SCORE	STANDARD DEVIATION	NUMBER	PERCENTILE
Pre: 42.67	9.71768	21	88
Post: 54.81	5.99682	21	99.7

TABLE IV

THREE YEAR OLD PUPILS' PERFORMANCE
ON THE PRE-SCHOOL INVENTORY

Average Age = 3.45 Years

MEAN SCORE	STANDARD DEVIATION	NUMBER	PERCENTILE
Pre: 28.09	8.16645	11	63
Post: 44.73	7.08647	11	98

TABLE V

PRE-SCHOOL INVENTORY TEST RESULTS
FOR ALL BOYS

Average Age = 4.28 Years

MEAN SCORE	STANDARD DEVIATION	NUMBER	PERCENTILE
Pre: 38.06	14.17729	16	79
Post: 51.625	9.85816	16	99

TABLE VI

PRE-SCHOOL INVENTORY TEST RESULTS
FOR ALL GIRLS

Average Age = 4.28 Years

MEAN SCORE	STANDARD DEVIATION	NUMBER	PERCENTILE
Pre: 37.25	8.44195	16	84
Post: 51.06	5.74419	16	99

The May 1, 1972 Consultant's Report contained the following discussions and predictions:

> *The results indicate that these pupils performed at a very high level in January on this Inventory as compared with children across the country. It is difficult to assess how much of the performance shown by these results was due to the Montessori instructional program during the school months of the academic year preceding January. The Evaluator estimates that the Montessori instruction during the months of September - December helped to produce the high performance shown by these pupils. The letters from parents lend strong support to this view.*
>
> *Of the 13 four-year-olds tested, six had scores which placed them at or above the 90th percentile. Six of the three-year olds scored at or above the 90th percentile. Only four of all the 35 children tested scored below the 50th or median percentile point.*
>
> *On the basis of the January 1972 test results it is predicted that the four-year-old group will reach the 100th percentile point at the June test period. Additionally, it is predicted that the mean performance of the three-year-old group will reach the 90th percentile point.*

The June results indicate the Evaluator's predictions were generally reached. For the total class the level of performance reached the 99th percentile point on National Norms.

The four-year-old group's performance reached the 99.7th percentile point, while the three-year-old group reached the 98th percentile point on National Norms.

The performance of boys and girls was essentially the same on the Pre-School Inventory. Both groups' performance reached the 99th percentile at the end of the school year.

CONTROL GROUP

A significant part of any evaluation involves the use of appropriate controls against which to assess the outcomes of the experimental group (in this case the Montessori pupils). In many field-type studies of the nature of Title I and Title III Projects it is difficult to obtain the desired controls. Evaluators must frequently rely upon the gains noted by individuals in a particular program and convert these gains into National standing on the same test. Since most Title I and Title III Programs focus upon the disadvantaged and since the academic performance of these groups of children are almost always below National norms, we tend to rate successful those programs that bring these children at and above National norms.

The current program is generally evaluated from the point of view expressed above. We were unable to obtain a control group for the evaluation. Plans had been made for a group of children who had not had the Montessori Program to be tested and compared against the Montessori pupils but these plans did not materialize because the parents and program director of the would-be control group felt that their children would be at a disadvantage and would show a lower performance than experimental children. Efforts to change the attitudes of the would-be control group were of no avail. We are using National norms on standardized tests, parents and teacher opinions, therefore, as our basis for evaluating this Program.

TEACHER APPRAISALS AND OBSERVATIONS OF PUPILS DEVELOPMENT

A continuous part of the instructional process in the Montessori method is the teacher's active observations and appraisals of the child's behaviors, attitudes and personal development. Table VII provides information on each child in several areas of emphasis in the instructional program. Activities which the children have completed that relate to practical life experience are indicated. Table VII also provides the types of activities each child has undertaken in sensorial, language and mathematical development.

The information provided in Table VII gives basic background information for the current and succeeding teachers on a child's experiences, and growth. To a layman some of the entries may seem meaningless but to the Montessori teacher all have meaning in terms of the needs and strengths on the children. Basic information of this sort is useful in experimental programs because it helps us in extending the program to a larger population. Moreover, it helps us in any longitudinal study we may wish to conduct on this first Montessori Pre-School Class at John Burroughs.

TABLE VII

TEACHER OBSERVATIONS AND APPRAISALS OF PUPILS' BEHAVIOR ATTITUDES AND PERSONAL DEVELOPMENT

All Children have done the following exercises in Practical Life Category: Housekeeping, Dusting, Sweeping, Mopping, etc. Pouring: Rice, Water, Use of Funnel in Pouring; Washing: Hands, Laundry, Tables; Peeling Carrots; Sewing on Buttons; Dressing Frames: Buttons, Zipper, Snaps, Hooks, Laces, Bows; Planting Seeds; Polishing: Mirror, Brass, Silver, Wood, Shoes

INITIALS & AGE	SENSORIAL	LANGUAGE	MATHEMATICS	SOCIAL
A. A. 3 yrs.	Smelling box sound box color tablets pink tower	4 metal insets a d e l m s t u z language cards	# rods 1-10 sp # 's 0 - 9	Outgoing - works well. Sometimes moody or stubborn very independent
S. A. 4 yrs.	smelling box sound box Color tab's pink tower brown stairs red rods	4 metal insets a c d e f g h i j k l m n o p r s t x z language cards	# rods 1-10 sp # 's 0-9	Independent and gregarious Likes to help other children
M. A. 4½ yrs.	smelling box sound box color tablets pink tower red rods	3 metal insets language cards s t v w d e f h j x k l m n p z	# rods 1-10 sp # 's 0-9	Works well but tends to "take over" with other children. Independent
C. A. 3 yrs.	smelling box sound box color tablets pink tower red rods	a e f i l m n o s w language cards	# rods 1-10 sp # 's 0-9	Very independent. Works well alone.

TABLE VII

INITIALS & AGE	SENSORIAL	LANGUAGE	MATHEMATICS	SOCIAL
J. A. 3 yrs.	smelling box color tablets brown stairs	good verbal skill	number rods 1 - 3 sandpaper #'s unsure	Very active - doesn't settle down to work easily - outgoing
D. B. 4 yrs.	sound box color tablets pink tower brown stairs red rods	4 metal insets a c d h i j l m s t language cards	number rods 1 - 10 sandpaper #'s 0 - 9	Generally quite. Works very well but needs encouragement. Some difficulty in communication
M. B. 4 yrs.	smelling box pink tower brown stairs	2 metal insets a c d e f h i j k l m o w p r s t - language cards	number rods 1 - 5 sandpaper #'s 0 - 5	Very active. Doesn't settle down to work easily. Very friendly
D. B. 4 yrs.	smelling box color tablets brown stairs red rods	a i k l m o p r t language cards	number rods 1 - 10 sandpaper #'s 0 - 1	Very helpful - needs encouragement. Has some trouble getting to work
C. C. 5 yrs.	smelling box pink tower brown stairs red rods	1 metal inset a c h j l m o language cards	number rods 1 - 4 sandpaper #'s 0 - 2	Likes to work. Takes time with others and likes to work in a group

TABLE VII

INITIALS & AGE	SENSORIAL	LANGUAGE	MATHEMATICS	SOCIAL
D. D. 3 yrs.	smelling box color tablets pink tower red rods brown stairs	3 metal insets good language skills a c d e h i l m o p s x language cards	number rods 1 - 10	Very independent has some trouble working w/others and sharing. Seems pretty spoiled.
A. G. 3½ yrs.	smelling box sound box pink tower color tablets	language skills average language cards	number rods 1 - 10 sandpaper #'s unsure	Very quiet and timid. Very slow but careful worker
E. H. 3 yrs.	sound box color tablets pink tower brown stairs	a l m o i language skills difficult to assess' language cards	number rods 1 - 10	Often not in touch with the outside world, but quite good at math and some language
C. H. 4 yrs.	smelling box color tabs pink tower brown stairs red rods	4 metal insets a c d e f h i l m n o p s t w x	number rods 1 - 10 sandpaper #'s 1 - 10	Very helpful and cooperative with children and also very independent. Works quite dilligently
P. I. 4 yrs.	sound box color tablets brown stairs red rods	1 metal inset a c l m s e h k o p s x z language cards	number rods 1-10 sandpaper #'s 0-9	Needs encouragement & motivation. Very helpful to others

TABLE VII

INITIALS & AGE	SENSORIAL	LANGUAGE	MATHEMATICS	SOCIAL
E. J. 3½ yrs.	smelling box sound box color tablets pink tower	1 metal inset a d m s language cards	number rods 1 - 10 sandpaper #'s 0 - 2	Quite independent. Works very well. Sometimes has a little trouble working in groups
D. [illegible] 3½ yrs.	smelling box color tablets red rods brown stairs	2 metal insets a d e f g h i j k l m n p r s t x y language cards	number rods 1 - 10 sandpaper #'s 0 - 2	Active & outgoing. When she settles down to work is quick to cooperate with others.
D. J. 3½ yrs.	smelling box color tablets pink tower brown stairs	a c d i m t language cards	number rods 1 - 10 sandpaper #'s 0 - 4	Likes to work in groups and is also independent
K. K. 3½ yrs.	smelling box sound box color tablets pink tower brown stairs	3 metal insets a c d f i k l m p r s t u v language cards	number rods 1 - 10 sandpaper #'s 0 - 5	Very timid, but works quite well especially with her friends
K. K. 3½ yrs.	color tabs pink tower brown stairs red rods	2 metal insets a i l m language cards	number rods 1 - 10 sandpaper #'s 0 - 5	Sensitive - very active; works very well when he settles down (occasionally)

TABLE VII

INITIALS & AGE	SENSORIAL	LANGUAGE	MATHEMATICS	SOCIAL
R. L. 4 yrs.	pink tower brown stairs red rods	2 metal insets a c i l m o s t language cards	number rods 1 - 7	Quiet. Independent. Works best alone, but is starting to be more outgoing
D. M. 4 yrs.	smelling box sound box color tablets pink tower brown stairs	1 metal inset a m l o language cards	number rods 1 - 10 sandpaper #'s 0 - 1	Doesn't settle down to work. Needs attention and encouragement in order to finish a task
B. M. 4 yrs.	smelling box color tablets pink tower brown stairs red rods	4 metal insets i l m s t good language skills language cards	number rods 1 - 10 sandpaper #'s 0 - 9	Very independent. Works diligently
R. M. 3½ yrs.	smelling box sound box color tablets pink tower	3 metal insets a c i l m r t u v language cards	number rods 1 - 10	Good initiative. Likes to have own way. Gregarious
W. N. 4 yrs.	smelling box sound box pink tower brown stairs red rods	2 metal insets a c e m s t u w z language cards	number rods 1 - 7 sandpaper #'s 0 - 2	Sometimes has trouble cooperating with other children.

TABLE VII

INITIALS & AGE	SENSORIAL	LANGUAGE	MATHEMATICS	SOCIAL
M. P. 4 yrs.	color tablets pink tower brown stairs red rods	2 metal insets a d f l z m o s t v language cards	number rods 1- 10 sandpaper #'s 0 - 1	Doesn't settle down to work too well yet. Very friendly and likes group work.
J. P. 5 yrs.	smelling box sound box pink tower color tablets brown stairs red rods	4 metal insets a c d i l s t language cards	number rods 1 - 10 sandpaper #'s 0 - 9	Very gregarious. Good work when alone - is beginning to be able to work with others too.
R. R. 4½ yrs.	smelling box sound box color tablets pink tower brown stairs	1 metal inset a l c d i k e o r s x language cards	number rods 1 - 10 sandpaper #'s 0 - 2	Very friendly - works well and is helping the younger ones
A. T. 4 yrs.	smelling box color tablets brown stairs red rods	a b c d e f h g i j k l m n o p q r s t u v w x y z language cards	number rods 1 - 10 sandpaper #'s 0 - 9	Has begun to settle down. Very gregarious. Does excellent work when interested
K. T. 3½ yrs.	smelling box color tablets pink tower brown stairs red rods	3 metal insets the whole alphabet language cards	number rods 1 - 10 sandpaper #'s 0 - 9	Outstanding worker, very helpful to others. A bit quiet.

TABLE VII

INITIALS & AGE	SENSORIAL	LANGUAGE	MATHEMATICS	SOCIAL
C. W. 5 yrs.	smelling box sound box color tablets pink tower red rods	4 metal insets a c d e f h i j l m p s t language cards	number rods 1 - 10 sandpaper #'s 0 - 9	Generally good worker; very quick to "pick things up" (learn) but likes to have his way
S. W. 3½ yrs.	color tablets pink tower brown stairs red rods	a i l m n o good verbal and language skills language cards	number rods 1 - 10	Works well both alone and with others; self-assured and outgoing
V. W. 3 yrs.	color tablets pink tower brown stairs	(only been here a month)	number rods 1 - 3	A bit withdrawn and seems to be angry or disturbed about things. Does very good work . . .
A. W. 3½ yrs.	smelling box color tablets pink tower brown stairs red rods	4 metal insets a d i l m o r v language cards	number rods 1 - 10 sandpaper #s 0 - 9	Very self-assured and independent; helps other children and works well
T. W. 3½ yrs.	smelling box sound box color tablets pink tower	2 metal insets a i m o language cards	number rods 1 - 3 sandpaper #'s 0 - 3	A little shy; not too sure of self; works well when encouraged

The appraisal of the social development of the pupils seem to indicate that most children are helpful to others, active, independent, and work well with others. Entries in the other columns show the activities and experiences each child has undergone. This Table gives a representative picture of the teachers' observations for the last three months of the school year, hence no additions have been made for May and the two weeks of June.

RESPONSES OF PARENTS TO THE MONTESSORI PROJECT

The Director of the Project has received letters from 14 parents which represents 40% of the pupil population who have children in the Project. These letters were unsolicited and represents the attitudes of parents toward various aspects of the Project.

In order to formalize the parents' inputs to the evaluation, the Evaluator developed a Parents Evaluation Questionnaire which was administered in early June. This questionnaire was administered to a parent of each child. It was designed to assess the parents' attitudes and observations on the Project for the length of time the child has been in the Project. The inputs from parents in this report are in the form of results from the Parents' Evaluation Questionnaire and unsolicited letters described in Appendix III.

This evaluation report provides all available inputs from the parents of the children in the Project. The feelings and observations of parents whether interpreted as positive or negative toward the Project are included as evidence. We have provided copies of the letters of parents to the Director of the Project in the Appendix. These letters can best be summarized as being extremely favorable toward the Project.

Parents are active in the Montessori Project through parent meetings with the Director and the Montessori teacher. These meetings are set by the parents and the items for discussion are selected by parents and Project persons. These meetings focus upon plans for the Project, demonstrations, and even workshops by parents. The May 1972 meeting, for instance, was a material making workshop.

RESULTS OF PARENTS EVALUATION QUESTIONNAIRE

The Parents Evaluation Questionnaire was designed to give the parents of Montessori pupils a formal input to the evaluation process. The inputs from volunteered letters is thought to be highly admissable evaluative data for the Project and we believe that there is little question of this. The Evaluator, however, wanted to obtain the opinions of all parents on various items pertaining to the Project. A copy of the questionnaire used is shown in Appendix IV. An item analysis of the questionnaire is presented below in Table VIII beginning with Item 5 (first items related to biographic data).

TABLE VIII

ITEM ANALYSIS OF PARENTS EVALUATION QUESTIONNAIRE

NAME OF ITEM	RESULTS
Time Child has been in Project	Mean = 7½ Months
Judged Intellectual Growth Since Entering Project	Has Grown Very Much? 86% Yes 4% No 10% No Answer
Judged Intellectual Growth Since Entering Project	Has Grown Very Little? 4% Yes 86% No 10% No Answer
Judged Social Development of Child	Very Good? 96% Yes 4% No
As Compared to Other Children My Child's Growth in School Seems to be:	Much Faster: 73% About the Same: 3.5% Did Not Answer: 23.5%
Belief Above the Montessori Method	97 % believe that it is better for young children than conventional approaches
	Parent Comments: "I believe it gives them the incentive to become sufficient because they are allowed to experience more things. They are also taught things using larger words which adults seem to think they (the children) don't understand.

TABLE VIII (cont'd)

NAME OF ITEM	RESULTS
	Parent Comments: (cont'd) "In many ways I've seen the advanced intellectual and social growth of my child." "Am very proud of _____'s progress. He has learned to express himself quite well. His social habits are very good. He can understand and follow instructions above his age level. He appreciates books so well, and recognizes and understands simple words in a book." "It lets them explore as they learn, encouraging them to go further and try new things."
Would you like to see the Montessori Approach used more widely in the Public Schools?	100% responded YES
Would you like for your Child to continue his early childhood education in the Montessori Program?	97% YES 3% NO
Ways in which parents have been involved or have participated in the Montessori Project	1). "Attending PTA meetings and parent orientation programs, volunteering to chaperone trips, letters to the principal, gave materials." 2). "Watch children work in classroom, talk with teacher, giving materials, etc." 3). No comment

TABLE VIII (cont'd)

NAME OF ITEM	*RESULTS*
Ways in which parents have been involved or have participated in the Montessori Project: (cont'd)	*4). "I have attended a meeting at one of the parent's home, and also classes at the school. Unable to participate more because I work. But if I was forced to, in order to keep _____ in the program, I would make the sacrifice."* *5). "I am somewhat disappointed because the school was not furnishing materials needed for the children to work with. I feel this was a disadvantage to the teacher as well as to the children. I am hoping the next school term will be better."* *6). "Attended meetings, contributed material, attended classroom observation, submitted letters to the principal."* *7). "I have sent a letter to the principal showing why I like Montessori schools. I have also given materials for their use. I have had a meeting with the teacher to find progress of my child, and volunteered to accompany them on one of the trips."* *8). "Giving materials."* *9). "I have been working from 3:00 to 12:00 midnight, and was unable to attend the PTA meetings."* *10). "Sent in materials to help children."*

TABLE VIII (Cont'd)

NAME OF ITEM	*RESULTS*
	11). "Attended parent introduction to program; visited classroom during year; attended PTA meetings of Burroughs Elementary School. Attended meeting of Montessori parents. Gave materials to be used in program. Took trips to 'Nature Center' with class." *12). "PTA meetings, giving materials, letter to principal, accompanied class on Field Trip (Observed three sessions). I believe this year's program was excellent despite the fact that most of the materials didn't arrive."* *13). "PTA meetings, giving materials, letters to principal, accompanied class on Field Trips. Observed class in session three times. This year's program was excellent overall."* *(14). "My wife attended the week long orientation. Both she and I attended meetings, helped with the Christmas display, wrote letters, and gave materials."* *(15). "I attended the week long orientation. My husband and I attended meetings, helped with the Christmas display, wrote letters and gave materials."* *(16). "My husband and I attended PTA meetings, donated materials for class. I ate in a class and attended orientation for helping with beginning of session."*

TABLE VIII (Cont'd)

NAME OF ITEM	*RESULTS*
	17). "Visiting class - participated in Christmas party, giving materials and attending PTA meetings." *18). "Letters to principal, giving and obtaining materials and group trips."* *19). "I attended the PTA meetings that were held. I volunteered, and did some typing for the teacher. I have brought any materials that was needed, and I also helped to take care of the children on one of the trips. I am impressed with the Montessori Approach and certainly do hope that we will be able to give this type of education to our children from now on."* *20). "This year I have helped in obtaining materials which the children needed."* *21). "Attending PTA meetings, volunteering, letters to the principal, giving materials. In many ways I have seen the advanced intellectual and social growth and development in my child. It is a pleasure to live and talk to her since she has been going to the Montessori Pre-School Program."* *22). "Attended meetings; went on a trip, and visited classes."*

TABLE VIII (Cont'd)

NAME OF ITEM	RESULTS
	23). "I am very proud of my child's progress. He has learned to express himself quite well. His social habits are very good. He can understand and follow instructions above his age level." "He appreciates books so well. He recognizes and understands simple words in a book. I have participated whenever possible." 24). "I attended a PTA meeting, but in the future I plan on attending more. I went on a trip with the class, and I sent in some materials." 25). "Attending meetings, picnic, sent letters of appreciation to the principal and helped provide supplies." 26). "Sent materials." 27). "Attended PTA meetings, volunteered services in 5th grade room. Assisted in outings with Montessori Approach. Gave materials to Pre-School Project." 28). "I have given materials and tried to participate in programs, but due to the fact that I work I could not attend many meetings or volunteer to travel with kids. But, I am very interested in the Program and hope it will be continued and expanded."

ADMINISTRATIVE ACTIVITIES

The Director of the Project has taken steps to disseminate information on the Pre-School Montessori Project. The March, 1972 issue of the D. C. Citizens for Better Public Education, Inc.'s Bulletin Board carried a description of the Project. The PTA Scrap Book of the John Burroughs Elementary School will have materials on the Montessori Project.

The Project Director is coordinating the Montessori Project with the District of Columbia Teachers College in several important ways. First, students from D. C. Teachers College make scheduled observations in the classroom. The Director of the Project is serving as a resource person for the College in establishing a Montessori Program, and is designing a teacher training program in Montessori methods.

The Director and the teacher have experienced some difficulty in getting materials for the Project. This difficulty was overcome by the assistance provided from other Montessori schools, and parents through donations of materials. The materials ordered by the Director have now been shipped so that the materials problem seems to be solved.

In summary, the Burroughs Pre-School Montessori Project seems to be well organized and operated. The progress of children in mental, social, practical life, language and mathematical development appears to be very good from available test data, parents' observation and teacher assessment.

We recommend that a more intensive effort be made in the evaluation of next year's Montessori Projects. Since the Program is designed to be adapted to the public schools, we are recommending that participating pupils at the five-year-old level be given a reading readiness test at the beginning and at the end of the school year. The Pre-School Inventory should be administered to children of all ages in September 1972 and May 1973. Additionally, we are recommending that the Slosson Intelligence Test be given to all children. The Montessori Approach from all evidence reduces the traditional problem of discipline. We recommend that Pupil Behavioral Rating Scales be developed, and administered by teachers and an evaluator three times during the 1972-73 school year. Last, but not least, we believe and fully recommend that inputs from parents be included in next year's evaluation effort.

LIST OF MATERIALS AND EQUIPMENT
FOR THE MONTESSORI PRE-SCHOOL PROJECT

Buttoning frame - small buttons
Buttoning frame - large buttons
Bow-tying frame
Lacing frame
Hook and eye frame
Safety pin frame
Press stud frame
Zip fastening frame
Buckling frame
Shoe buttoning frame
Shoe lacing frame
Cylinder blocks (various sizes)
Knobless cylinder
Pink tower
Broad stair
Long rods
Colour tablets - 1, 2 and 3
Sound boxes
Bell material
Geometrical cabinet
Demonstration tray
Contents of tray
Geometrical cards
Cabinet with six compartments
Box with three compartments
Constructive triangles
Empty box
Thermic tablets
Rough and smooth boards
Alternate rough and smooth
Rough and smooth tablets
Geometrical solids
Bases for the solids
Baric tablets
Basket for the solids
Blindfolds
Smelling boxes
Metal insets
Two stands
Box for sandpaper letters - manuscript
Box for sandpaper double letters - manuscript
Box for sandpaper capital letters
Movable alphabet - large
Replacement
Movable alphabet - small
Letters for replacement
Green boards - three
Frame for the greenboards
Leaf cabinet
Leaf form cards
Box with three divisions
Geographical forms
Box for geographical forms
Globe - small
Globe - large
Puzzle map of the world
Complete set of puzzle maps
Puzzle map of the USA
Stand for puzzle maps
Number rods
Sandpaper figures
Box for sandpaper figures
Spindle boxes
Additional spindles
Sandpaper letters - manuscript
Sandpaper double letters - manuscript
Sandpaper capital letters
Box with printed numbers
Box for printed numbers
Plastic counters
Wooden figures
Box for wooden figures
Ten-bead game
Box with 45 golden bead bars
Complete set of golden bead material
Box with 100 golden beads
Set of 10 golden bead squares
Golden bead cube
Sequin Boards - two
Coloured bead stair
Binomial cube
Trinomial cube
Clock with movable figures
Clock stamp

APPENDIX I

APPENDIX II

PERCENTILES FOR PRE AND POST ADMINISTRATION
OF THE PRE-SCHOOL INVENTORY TEST

		PRE-SCORE		POST-SCORE	
INITIALS	AGE	SCORE	PERCENTILE	SCORE	PERCENTILE
J. P.	5½	52	91	59	98
C. C.	5	38	63	52	91
C. W.	5	53	97	64	99.6
P. I.	5	58	99	62	99.6
R. R.	4½	38	79	52	97
D. B.	4½	36	72	50	94
M. A.	4½	54	99.5	62	99.9
W. N.	4½	41	86	57	99
D. B.	4½	40	84	54	98
S. A.	4½	52	99	57	99
R. L.	4½	19	14	43	79
M. P.	4½	48	94	52	97
A. T.	4½	34	99	48	91
C. H.	4	48	94	59	99.8
D. J.	4	40	91	59	99.8
D. M.	4	31	71	45	91

PERCENTILES FOR PRE AND POST ADMINISTRATION
OF THE PRE-SCHOOL INVENTORY TEST

		PRE-SCORE		POST-SCORE	
INITIALS	AGE	SCORE	PERCENTILE	SCORE	PERCENTILE
B. M.	4	51	99	59	99.8
K. T.	4	50	99	62	99.9
E. J.	4	38	86	56	99.8
T. W.	4	30	69	47	93
D. J.	4	45	98	52	99
K. K.	3½	30	69	51	99
K. K.	3½	29	67	44	98
S. W.	3½	27	59	43	97
C. A.	3½	33	74	49	99
J. A.	3½	21	37	36	80
V. W.	3½	11	6	31	71
D. D.	3½	41	93	54	99.7
R. M.	3½	30	93	54	99.7
A. G.	3½	24	48	43	97
E. H.	3½	25	53	41	93
A. A.	3	38	86	47	99

APPENDIX III

January 30, 1972

Dear Mrs. Hundley:

I would like for you to know how very pleased I am with the Montessori program that my son is enrolled in at John Burroughs School.

He is a child that has picked up quite a bit from his older sisters and brothers as well as on his own. For this reason, I hesitated to put him in a traditional pre-school program where he would not be challenged and become bored with the idea of school before he even started. From what I had heard and observed of Montessori, I felt that this was the place for him. It offers an alternative to both the bright and the slow child.

I am very much in favor of the program continuing for the five to six year olds and would consider this year wasted if my son didn't go into the Montessori Education Program.

Sincerely yours,

Mrs. [illegible]

January, 1972

To Whom It May Concern:

I like the Montessori School because it helps to train the little ones' minds at an early age for school.

I think it is better for them to be trained this way. I don't think it pushes their minds too fast. At the same time it is giving them a good idea of what they will be doing in the near future.

It use to be that you would have to be five or six years old before you could get in school. The generations have changed much. The kids don't have to stay home that long now. I really think it would throw them behind if they did not have this program. What five and six year olds knew then, two and three year olds know now.

It really was shocking to my family, how Robert learns different songs. He learned to put his coat and shoes on and several other things I could mention in the school's favor since he has been enrolled in the Montessori program.

The key to it all is having well trained teachers, like we do, and the cooperation from all the parents.

We would appreciate it very much if the program could continue.

Sincerely,

Mr & Mrs. Nathaniel Radford

(Mr. & Mrs.)Nathaniel Radford

1612 Newton Street, N.E.
Washington, D.C. 20018
January 31, 1972

Mrs. Doris Hundley
John Burrough's School
Washington, D.C. 20017

Dear Mrs. Hundley:

I have two children enrolled in the Montessori Program in your school. After attending the Orientation sessions, consultations with Mrs. Leo, their teacher, and after observing the class in session, it is my very strong opinion that this program should be continued. Many years ago I read and heard about the theory behind the Montessori method of teaching, but I was not totally convinced of its merits until now. Many of its ideas I found out I had used with my children all along in the home, especially with the first two of my six. However, due to the size of my family and their young ages (six years to seven months), lack of time makes it impossible to carry out the same operations with the last ones. I am happy to have the reinforcement of your program.

I firmly believe that one of the most important roles of the mother is as the child's first teacher, and fortunately, as a former teacher I am capable of carrying out this obligation. However, many mothers are not in this position. In addition, there are aspects of the program which cannot be conveniently and undertaken in the home. Much of the material is too expensive for the average person to acquire.

In conclusion, let me state one further rationalization for the existence of this program. Unlike a great manu pre-school programs, this one stimulates and challenges the child's intellect at a time when he is most receptive. Therefore, I would be delighted to see this program continued.

Sincerely yours,

Cecelia Alexander

Cecelia Alexander

2413 Perry Street N.E.
Washington, D. C. 20018
January 31, 1972

Mrs. Doris Hundley
John Burrough's School
Washington, D.C. 20017

Dear Mrs. Hundley:

Regarding my child DONNY BAKER who attends the Montessori Pre-School at John Burrough's school, I think it is the most wonderful thing that could happen to small children. I hope this program can continue and expand in all District of Columbia Public School

Mrs. Nanny Lee, I think is a great teacher and is doing a wonderful job in the Montessori class.

My child likes to go to school and learns very well. I can't say enough for the class. I hope we can get support so this program may continue.

Sincerely yours,

James L Baker

James L. Baker

January 26, 1972

To Whom It May Concern:

I would like to take this opportunity to express my appreciation and thanks to the Pre-School and its entire staff in the program.

It has been very thorough and helpful for my daughter. She plays better with others and also shows a more intelligent sense of responsibility.

It is very clear and evident that she is learning and benefiting from the program. The school really and fully prepares the children for later school years and helps them to adjust to the same.

I hope that the Pre-School program will continue to help other children as it has helped mine.

Sincerely yours

Mrs. Wilhelmina Taylor

(Mrs.) Wilhelmina Taylor

January 16 1972
Washington, D. C.

To Whom it may Concern:

I, Florence L Daughter as a parent do indeed indorse the continuation of the Montessori Pre-School program at the John Burrough's School, for the next year. In fact for the next seven years.

I would like to see each child in the program continue from Pre-School through the seventh grade, because of the foundation he or she will have to go on to higher grades and also because it is just what is needed for them.

I will do all in my power and I know the other parents will also to keep it going.

Sincerely,

Florence L. Daughter

Florence L. Daughter

January 28, 1972

Dear Mrs. Lee:

I am very pleased that my four year old child attends Montessori School. He has learned many things since he has been attending it. Whenever he has come home he sings the song that he had been taught that day. It amazes me because he remembers all the words in that short period of time that he has attended. As proof that he enjoys the school - he keeps looking at the clock and asking me if it is time for him to go to school. He also asks why it is that his brother is taking so long to come home from school? He does not wish to miss any days.

I am very happy with your program and whenever any materials are needed I will be glad to help

I hope that your school continues for many years in order to help other children in the Community.

Thank you very much,

Elsa M. Coleware

Elsa M. Coleware

January 26, 1972

Mrs. Hundley
Montessori PreSchool
Burroughs Elementary School

Dear Mrs. Hundley:

We as parents of one of the children in this program would like to say a few words about this program. I would like to say that our child has really developed with the help of this program through the patience and the determination of your skillful staff that you have on hand. We feel as working parents of this child it would have taken a much longer time to produce what has been done for our child in such a short time here.

We cannot say enough for the program that has been set up at Burroughs. We hope that program is extended for many years to come and that you never give it up.

Sincerely,

George Murdock

Mr. and Mrs. George Murdock

PROVIDENCE HOSPITAL
1150 VARNUM STREET, NORTHEAST
WASHINGTON, D. C. 20017

January 28, 1972

I am very interested in having my daughter continue attending Montessori School. She has gained a great deal out of her experience at this school and my wish is that she continue at Montessori.

The outstanding program should continue to help all those registered in the school.

If I can assist in any way please call on me for any help I can provide.

Sincerely yours,

PAULA WADE

2440 Perry St., N.E.
Washington, D.C. 20018
January 31, 1972

Dear Sir,

My twins started in the Montessori school in September. Since that time I have noticed a remarkable difference in them. I believe that the Montessori program coupled with the training at home gives the children an advantage above those that do not have this privilege. It also gives them a foundation for kindergarten.

I know there is a problem in the school system that has existed for the past ten years or so, but I don't feel that stopping the Montessori program will help the system financially.

There are, I suppose many programs which require money in the District, but I feel better with our children are more important. They must have an education to better deal the financial situation might be.

There might be a muddle in the system about financial problems, but do you as a concerned citizen condone the education of little children in that problem? They are not responsible. All of these children do want to learn. They are seeking an education as you have. These children are trying to get ahead, and if we as people do not help them, then all is lost.

[illegible] to pay the small [illegible] to help teach [illegible] problems, because of the limited supply of [illegible], but [illegible] do not [illegible] to help them too.

[illegible] five (5) children in the public school system, who will do [illegible] help, not only them but the system as well.

[illegible] right now, in the northeast section [illegible] of [illegible] I know of many, many stories about early age when the mind can comprehend things better than elsewhere.

[illegible] children, two [illegible] have not [illegible] but they have also [illegible] in an advanced kindergarten class. [illegible]

[illegible] Montessori program [illegible] to help [illegible] to [illegible] to be [illegible] have [illegible] [illegible] [illegible]

Sir, I will do anything I can to help make this a better community, city, and a place to live for the children if I can only beg your co-operation.

Thank you very kindly for your cooperation in this struggle to help the small ones.

Most Cordially yours,

Barbara D. Kelly

Mrs. Doris Mundley
c/o John Burroughs Elem. School
18th & Monroe Streets, N.E.
Washington, D.C. 20018

Re: Montessori School
Myles, Robin Larre

Dear Mrs. Mundley,

In the interest of the children in the Montessori program, we as parents, are very much concerned about whether the program will be funded for the fiscal year 1972-1973.

For the past two months, I can see the fruits of hard work that has been performed in the classroom by the remarkable Mrs. Lee and Mrs. Thompson.

The zeal and enthusiasm that is being performed by these teachers in the classroom is apparent to all parents.

We as a community, need this program for the betterment of the children of the Woodridge area.

Please, we are begging that this program be continued to cultivate these small minds, that would otherwise be without the learning skills for two years.

I have seen in this class of small children, something that has been seen by the other teachers of the school, orderliness, cleanness and comprehensiveness.

This great opportunity has been given to these children. Please don't short change them of this educational opportunity. We are hoping, that the children will be able to continue in this program at least to age seven years.

Without a very good foundation of the early years, the child can be lost in later years of education.

Sincerely yours,

Mr. & Mrs. Robert M. Myles

1801 Kearny Street, N.E.
Washington, D. C. 20018
January 21, 1972

Mrs. Doris Hundley, Principal
John Burroughs Elementary School

Dear Mrs. Hundley:

My wife and I wish to take this occasion to both express our gratitude for the beginning of the Montessori pre-school at John Burroughs and urge its continuance as a normal educational component of elementary education, certainly at John Burroughs and hopefully throughout the D.C. Public School System. Permit us the following observations.

First, we truly see the Montessori pre-school as an indepensable component of elementary education. We have the pertinent experience of having had five of our children atten kindergarten at age 5. This experience was truly beneficial to them and gave them, I believe, a necessary preparation for first grade. We now have the experience of having two of our children, age 3 and age 4 in the John Burroughs Montessori pre-school. Our 3 and 4 year old girls are now performing at the level that our previous 5 children did at age 5 at kindergarten. The children who attended kindergarten at age 5 began kindergarten in September. Our two girls, ages 3 and 4 began Montessori on October 29. Yet, their performance is now equal.

Second, we see as an imperative necessity, the continuance of Montessori for those children who began this year. This, of course, would involve the hiring of additional Montessori teachers for the new class and it would involve additional space. To terminate the Montessori experience after one year would simply brutalize the incipient educational development of our children and the other children currently attending Montessori. Under no circumstance must this be allowed to happen. Once a spark is ignited, it must be fueled continuously to burn. Make no mistake, little Sharon and Ann-Marie have been sparked and we as their parents have a grave duty to see that that spark is not allowed to die.

Third, the very nature of the Montessori program requires a continuity between teacher and children during the first two to three years. This likewise must be accomplished. The efficacy of the Montessori technique consists in the rapport that is first established between the teacher and the child (and remember the child here is 2½ to 3½ years old). The child at age 2½ and 3½ is a child utterly dependent upon the adult for security. And continuity of the adult insures continuity of security for the child until the development of that child permits the child to again break new ground with a new adult.

Lastly, as parents who are fairly aware of the educational problems of the school system, [illegible] studies [illegible], its controversies over [illegible] tion and techniques; we see in this experimental endeavor at John Burroughs perhaps a systemic answer to our educational problems. Without doubt this experiment must be

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continued. If our children at age 3 and 4 now perform at the level of our other children at age 5, it is obvious to us that something tremendously worthwhile is occurring.

Fifth and last, rest assured not only of our continued interests but also of our total cooperation in seeing that the Montessori pre-school at John Burroughs will continue along the lines suggested above and will indeed expand to involve more children in more classes for the coming year. At your convenience, we will be quite willing to meet with you to determine what role we can play to best see that this program continue. Needless to say, we regard ourselves and John Burroughs fortunate to have secured the services of Mrs. Lee. We expect that she will continue with this program.

Sincerely,

Floyd H. Agostinelli

Dean of Instruction

cc. to
Mrs. Lee

1609 Otis Street, N. E.
Washington, D. C. 20018

January 21, 1972

Mrs. Doris Hundley, Principal
John Burroughs School
18th & Monroe Street, N. E.
Washington, D. C. 20018

Dear Mrs. Hundley:

We, the parents of Craig W. Washington, a student currently enrolled in the Montessori preschool class at the John Burroughs school, would like to strongly recommend the continuation of the Montessori classes for the coming school year.

We sincerely feel that the instruction that the children are receiving from this program, under the guidance of Miss Lee and Mrs. Thompson, will benefit each child not only academically, but help to build their moral character and body. I am sure you have observed the many things they have learned. We are amazed and pleased at what their minds can retain at such an early age. We believe that the learning process should be started at an early age, 2 1/2 - 3 years of age, possibly using the Montessori method.

We truly enjoy asking our son Craig, what he has learned in class today. The many things he has learned in such a short time period, (November-January) leads me to believe that at the end of this school year, their knowledge will be 100-fold. The continuation of this learning process this coming school year, would be much more rewarding. Craig has learned, as well as the other children, songs that have meaning to him, new letter sounds that he can relate to the beginning of words, to his name, his friends' name, and the members of his family. In addition, he can distinguish by ear, the beginning sounds of words relative to the sounds that he has had, knows the days of the week, the date, month, year, parts of his body, the various colors, how to organize work habits, the special days of each month. Here, I would like to comment on a recent special event which we celebrated, the late Dr. Martin Luther King, Jr.'s birthday. My son told me (his mother) that we would celebrate, the next day, Dr. Martin Luther King's Jr. birthday; he had been killed serving his people, but emphasized to me, that it was Martin Luther King, Jr., not his father who was dead; that the father was still living. How a four year old could remember or distinguish between which King was dead or living, stating that it was the junior King, not the senior King that was dead, amazed me. (I am not so sure that some adults know that the senior King is still alive.) These are but a few of the important things the new Montessori classes have learned since their first class meeting in November.

I feel that by the end of this school year, possible some children could be ready to enter the first grade, and this grade lebel should be continued under the Montessori program.

Since the inception of the program, the parents have been invited to confer with the teachers relative to the program and our childrens' progress. We have also been invited to sit-in on class sessions in order to observe what is being taught.

I believe that it would be a catastrophe to the 36 children now enrolled in the program under the guidance of Miss Lee and Mrs. Thompson, to end at this school year. One of the greatest gifts we can give our children is the gift of knowledge, of wanting to learn and the joy of learning. this I believe, the children are experiencing now.

We sincerely would like to request the continuation of the Montessori program under the instruction of the present staff, at the John Burroughs school. I am sure this program will bring credit to the educational process at John Burroughs.

Sincerely yours,

Mr. & Mrs. Eugene Washington

APPENDIX IV

PARENT QUESTIONNAIRE

FOR

THE MONTESSORI PRE-SCHOOL PROJECT

June, 1972

This questionnaire is designed to solicit your opinions and attitudes on the Montessori Pre-School Project in which your child participated during the year. Please answer each question as fully as possible.

1. *Name:* _____

2. *Address:* _____

3. *Name of Child in Project:* _____

4. *Age of Child in Project:* _____

5. *Number of months Child has been in Project:* _____

6. *My Child has grown intellectually very much since being in the Project.* *Yes* _____ *No* _____

7. *My Child has grown very little intellectually since being in the Project.* *Yes* _____ *No* _____

8. *My Child's intellectual growth has been about average since being in the Project.* *Yes* _____ *No* _____

9. *The social development of my Child has been about average since being in the Project.* *Yes* _____ *No* _____

10. *The social development of my Child has been very good since being in the Project.* *Yes* _____ *No* _____

11. *My Child has grown very little socially since being in the Project.* *Yes* _____ *No* _____

12. *As compared to other children I know, of my Child's own age, my Child's growth in school seems to be:*

    A. *Much faster* _____

    B. *About the same* _____

    C. *Much slower* _____

13. *I believe that the Montessori Approach is:*

    A. *Much better for young children than conventional approaches.* _____

    B. *About the same as other early childhood programs.* _____

    C. *Less effective than conventional approaches.* _____

14. *I would like to see the Montessori Approach used more widely in the schools.* *Yes* _____ *No* _____

15. *I would like for my Child to continue his/her early childhood education through the use of the Montessori Program.* *Yes* _____ *No* _____

16. *Please list below the ways you have been involved or participated in the Program this year, e.g., attending PTA meetings, volunteering, letters to Principal, giving or obtaining materials, etc.*

_____

_____

_____

Jerusa C. Wilson, Evaluator

/mmo
6/72

PART III

Continuing Education and Services for School Age Mothers

Report prepared by:

Lavolia W. Vails
Coordinator of Evaluation
ESEA, Title III

Project Summary

Title:	Continuing Education and Services to School-Age Mothers
Group Served:	Approximately 500 District of Columbia school age pregnant girls and/or mothers and 15 infants
Title III Funds Allocated:	$50,000
Project Location:	Webster Junior-Senior High School

Background and Rationale:

In the District of Columbia, the drop-out rate of school-age girls is very high. In fact, in 1971 there were over 3,000 pregnancies of girls 19 years of age or older. It is apparent that many of the drop-outs stem from the need for more educational services for these girls after the birth of their babies.

Although the Webster Girls School does provide for continued education, many of the girls come from impoverished homes and find it impossible to care for a baby or babies and continue in school. The program "Continuing Education and Services to School-Age Mothers" seeks to provide a nursery for infants, child care training (pre and post) for the girls, and educational experiences for the children.

Project Objectives:

1. To keep adolescent mothers in school,

2. To teach mothers and expectant mothers principles of infant care and an understanding of early infant experiences,

3. To provide some infants with a unique learning experience by presenting them with a variety of stimulating experiences designed to make them more responsive to their environment, and

4. To train some girls to be infant care givers.

Methodology:

The nursery will be comprised of fifteen cribs, another crib will be used for isolation purposes in case of illness. A staff nurse will supervise three trained nursery assistants; a cook/housekeeper will be in charge of foods, laundry and cleaning. A pediatrician will supervise the health of the children enrolled in the center.

The Infant Care Laboratory will serve as first-hand "instruction material" for the girls registered in specified courses, and will provide real life experiences in child care and development. Pre and post natal training will be provided.

Infants of the nursery will be given the kind of tender and affectionate care that will lend itself to the development of a happy and well baby.

With the training given to the mothers, and the encouragement (hopefully) that they will receive, the girls will be encouraged to become infant care givers.

Evaluation Plan:

The evaluation plan is designed for continuous assessment by the Advisory Council, Director and staff. The main focus of the evaluation will be on the accomplishment of the girls in relation to their scholastic achievement toward obtaining a high school diploma, and the number who return and stay in school. Efforts will also be made to document information concerning child care, infant learning, and home economics. This will enable the staff in some degree to assess the educational value of the nursery.

In addition to the on-going evaluation, an outside consultant will evaluate the program.

Results:

There can be no results stated at this time because of the inoperability of the project during this past year. However, for information concerning what did happen during an "interim period" see the progress report of the project documented in the Final Report.

Continuing Education and Services to School-Age Mothers

Continuing Education is a program which supplements the services at the Webster Junior-Senior High Schools. The school serves approximately five hundred school age girls who are residents of the District of Columbia and who became pregnant before finishing high school. However, the drop-out rate after delivery is high partly because of the lack of persons and/or facilities to take care of the babies so that mothers could continue in school. Continuing Education and Services will provide additional services to approximately five hundred school age expectant mothers, and a Day Care Nursery will provide services for approximately 15 infants. It is hoped that at some point in the project fathers will be involved.

Because of late funding, the budget freeze on hiring and other spending, this project was rendered inoperable during the school year 1971-72. However, all efforts in planning and other necessary functions that were possible were made during the waiting period. Some of these efforts will be discussed in this report. In April a secretary was hired who took over some of the tasks that had been performed by the Project Director. Other staff members were hired for the Nursery Center.

Meanwhile, a multi-disciplinary group--The Webster School Advisory Council (volunteers), met, discussed and assisted in planning the facilities, selecting personnel, circulating vacany announcements and position descriptions, interviewing applicants, selecting staff, and submitting recommendations to the Department of Personnel, D. C. Public Schools.

It is the hope and desire that the project can begin with the 1972-1973 school year as planned. The interest is high among the students at Webster and many of them have already indicated their desire to return to school with their babies in the fall.

The Project Director, Council and staff have done a commendable job in planning for the implementation of the program. Continued support has been assured the Project Director from the Advisory Council.

The Project Director, the architect from the Department of Buildings and Grounds, and a sub-committee of the Council worked cooperatively in planning the physical setting of the nursery.

In late May a visit was made by this writer and a member of the monitoring team of the Department of Federal Programs Title III staff. At that time, plumbers, carpenters and other workers were in evidence throughout the space being renovated. Also, staff personnel were engaged

in making displays, bedding and other supplies appropriate for the Nursery Center.

The Project Director contacted and secured the services of an assistant Professor of Pediatrics, who is also Medical Director of the Child Development Center at Howard University. This person will work with a multi-disciplinary group during the school year to provide technical training to staff members.

Some training has already been provided the staff. Classes have been held in Early Childhood Growth and Development, Day Care, and Infant Stimulation. During the month of July, field placement of staff members in Day Care Centers in the District, and at the University of North Carolina at Greensboro provided on-the-spot training.

It seems reasonable to believe that in spite of, or because of, the imposing inconveniences, the project has done a good job to make the project viable and to meet the objectives set forth in the proposal.

PART IV

Development of a Complete School Program for Rubella Children Beginning During The Pre-School Period

Report prepared by:

Donald W. Brown, Ph.D.

Project Summary

Title: Rubella Children: A Complete Program

Group Served: Multiply-handicapped, hearing-impaired children

Project Location: Jackson Elementary School

Title III Funds Allocated: $52,665

Background and Rationale:

The Rubella Project, first program of this type in a public school setting in the District or surrounding states, was sponsored by the Department of Special Education, District of Columbia Public Schools, and funded by ESEA, Title III. Fiscal year 1972 marks the final year of funding under ESEA, Title III.

The program was designed primarily to provide educational opportunities for young, hearing-impaired children, who had other handicaps.

A program for 30 pre-schoolers through second grade was proposed in a continuation grant, school year 1971-1972.

Project Objectives:

Capitalizing upon previous experiences in the project, the objectives for the 1971-72 school year were the following:

a) To develop a teaching program to maximally educate children with learning disabilities caused by Rubella

b) To develop and improve receptive and communicative skills

c) To prevent or alleviate learning problems

d) To develop social relations

e) To develop emotional stability

f) To develop independence in self-help skills

g) To validate materials, methods and techniques used and make generalizations for other populations

h) To document ancillary benefits derived from the program.

Project Methodology:

A highly structured plan was developed to carry out the above objectives. However, total fulfillment of the objectives was not realized. There were many variables beyond the control of Project Director and staff.

The five classes anticipated were not realized. Utilization of Project Life and Individualized Prescribed Instruction (IPI) was limited, and the availability of the Peabody Rebus materials was late in the year of 1972, and was not used with consistency.

This break-down in the planned methodology should not be interpreted as a total failure of the project. Other adjustments were made, and a positive realization of other objectives did result. The evaluation report will point out the weaknesses and strengths of the Rubella Project. (see Final Report)

Evaluation Plan:

The on-going evaluation as proposed (hard data) was limited this year because of shortage of personnel to administer tests. Teachers, however, kept individual records on the progress of each child, pre and post comparisons were made, and direct observations were constant.

An outside consultant evaluated the program. The focus was on areas germane to decision-making concerning how the program should become an on-going part of the Districts' Special Education Department in the Public Schools.

Comments and Recommendations:

The children, on the whole, have made measurable gains. There were weaknesses in the program as explained in the report and appendix. However, this does not discredit the efforts of Project Director and staff in using available and existing materials as deemed necessary for their groups.

The Evaluator and Director felt that the Rubella Project should continue beyond the three years of ESEA, Title III funding. There are very strong recommendations made for a more successful operation of a program in the D. C. Public Schools.

Final Report on ESEA Title III

Special Education Project - Rubella Children:

A Complete School Program

Donald W. Brown, Ph.D.

INTRODUCTION

Rubella Children: A Complete School Program, a project of the Special Education Department of the District of Columbia Public Schools, was initially funded by ESEA Title III in January, 1969, and is now in its third year of operation. Designed primarily to provide educational opportunities for young hearing impaired children, who might also have other handicaps concomitant with maternal Rubella. The project has consisted of three classes with an approximate annual enrollment of 18 children.

Although the district schools had for some time conducted classes for older hearing impaired children, no program was available for the preschool age child or for children with both vision and hearing handicaps.

Predating, by several decades, the current emphasis on early childhood education, educators of hearing impaired children have long been convinced that instructional intervention in the preschool years is essential. As early as 1929 some programs were accepting children as young as eighteen months. Even before that time (beginning, in fact, in 1888) correspondence courses were available to parents of hearing impaired youngsters. Lexington School for the Deaf in New York, St. Joseph's Institute in St. Louis, Missouri, and many others have enrolled children from the early 1930's. While curricula and approaches have varied, the common emphasis has been intensive training of language and communication skills.

Because of this establishment of programs, development of techniques and training of personnel, conditions were relatively favorable when the number of preschool hearing impaired children was markedly increased by the Rubella epidemic of 1963-1965. But not favorable enough. Many existing programs found their number of applicants as much as three times as great as in previous years. Many city school systems which had not typically enrolled preschool children of any category and had relied on state and private educational programs for instruction of young handicapped children, began to receive pressure from parents and others to themselves provide programs. In addition, the possibility that children whose hearing loss was caused by maternal Rubella would have additional

sensory, intellectual or physical handicaps raised the question of the appropriateness of previous procedures and materials. The need then was not simply for more agencies to get involved, but for research and development to both extend and improve services. This need was further complicated by the fact that many hearing impaired children of school age were actually functioning at preschool or kindergarten levels because of the lack of early intervention.

In response to this situation the Special Education Department of the D. C. Public Schools began, in 1968, to survey the community to assess the number of such children requiring special services. Upon obtaining that data an ESEA Title III proposal was submitted and accepted in January, 1969, with the intention of establishing a public school program with the following objectives:

A. Identification and Evaluation of Children Objectives

1. To identify children with handicapping conditions related to hearing and vision for whom special classes must be provided.

2. To obtain an estimate of the number of classes that must be provided.

3. To obtain specific information about the learning abilities and/or disabilities of individual children.

B. Formation of classes

1. To prevent hearing loss from having an adverse impact on the child's total personality, preparing the child for his role in life in general and school in particular.

2. To provide the earliest, most skilled instructional program possible providing the handicapped child with opportunities at least equal to the non-handicapped child.

3. Provide for integration of the children into regular classes whenever possible.

4. Utilize additional enrichment approaches in the areas of:
   Art - including tactual stimuli for the deaf-blind
   Music - including creative experiences for even the deaf
   Movement and Dance - which are especially important for orientation and the development of kinesthetic judgment.

5. Develop methodologies for teaching language skills in conjunction with Project LIFE.

6. Provide a laboratory for the training of teachers.

In spite of the numerous obstacles besetting any new program, considerable progress towards achieving the above objectives was made during the first year of the Project. Goals for the second year of operation were primarily related to refining instructional techniques and developing greater individualization of both goals and teaching strategies. As the objectives for the third year of the program varied somewhat from the original goals, they will be indicated and will form much of the basis for the organization of this final report.

In the proposal for the current, or third year, it was contended that due to the number of hearing impaired children in the District who were not being provided educational services, the Rubella Project should expand from three to five classes. It was also proposed, in line with this evaluator's recommendation, that all of the classes be housed in one building and that there be a non-teaching coordinator responsible for organization and administration. While instructional objectives were to remain basically the same, the suggested focus for the third year was the further refinement and assessment of programs and techniques with specific attention to be given to Project LIFE, a programmed language series, Peabody Rebus Reading Program, Dubnoff Perceptual Skills, and the Body Movement project.

EVALUATION

An attempt will be made to describe the current status of the Project with particular emphasis on those areas which are germane to deciding if and how the Project should become an on-going part of the District of Columbia's Special Education endeavors after the termination of Federal funding.

The information presented, and conclusions reached are based on conferences with the Project Coordinator and teachers, frequent observations of classroom procedures, two discussion meetings with the entire staff, a review of administrative communication with agencies, parents and Public School personnel and several formal and informal assessments of individual students. The three major areas which will be discussed are organization, materials and instruction. Reports of individual and group progress will constitute an appendix, but a general evaluation of each of the three classes will be included in the main body of the report.

Organization

Several major organizational changes have affected the Rubella Project. The two classes previously housed at Grant School and the one class (deaf-blind) located at Magruder all moved to Jackson School in Fall, 1971. A coordinator of the Project was hired, but not until December, 1971. And two of the three Project teachers, one of whom had been on the staff since the inception of the Project, did not return. One moved out of the area and the other entered graduate school. This necessitated the hiring of two new teachers, which was not accomplished until after the normal school opening date. Thus the third year of this Project began with a new location, a new coordinator, and only one of three teachers who had been with

the Project since its beginning. And, as will be discussed in more detail further along in this report, only one member of the teaching staff is a trained and certified teacher of the hearing impaired.

While every school district has occasional fiscal and personnel difficulties (and the District of Columbia has had some rather serious ones in recent months) and while it is almost inevitable that a certain amount of disruption will accompany any relocation of classes and change in personnel, several problems have beset the Rubella Project which, in the opinion of this evaluator, could have been prevented.

1. During the recent financial "freeze" experienced by the District Schools, the Rubella Project, although primarily supported by non-District funds, was forced to delay necessary purchases of equipment, materials and supplies. This was particularly disturbing for a program attempting to establish itself in a new location with the necessary setting up of office and classroom space.

2. At the beginning of the school year, the teacher aides who had been working with the Project teachers at their former schools were assigned to other classes in the District, even though their salaries were being provided through Title III funds. Only through the concerted efforts of the new coordinator were these aides eventually returned to the Project classes, but not without unfortunate interruption of the continuity of the program.

3. Although it had been known for at least two months prior to the end of the last school year that two of the Project teachers were not returning, replacements were not hired until after the regular beginning of the fall semester - one as late as November. Only one of these teachers was trained and experienced with hearing impaired children - and due to discouragement over lack of materials and seemingly unnecessary delays in getting the Project going, she left after about one month.

When the present coordinator began her duties she attempted to impress the Personnel Office with the necessity of recruiting and hiring only qualified teachers of deaf children. She pointed out the nation-wide demand for such teachers and the imperativeness of early and thorough recruitment. Part of her concern was due to the fact that she was intent on implementing the proposed goal of increasing the Project to five classes, and was conscientiously striving to prevent delays in the education of children on the "waiting list."

4. In conjunction with the above point, when the Coordinator attempted to get the names of children for whom reportedly two more classes were required, she was unable to obtain a list of names from anyone. To the date of this year's preliminary report she had still not been informed of any children needing enrollment in the

program. In the last several weeks a few referrals have been made, mainly from Kendall Demonstration Elementary School for the Deaf and it has not been established how many, if any, of these children would be appropriately served by the Rubella Project. Due to the urgency of statements in the Proposal, however, the Coordinator had begun negotiations with prospective teachers. The result is that substantial time was spent in interviewing, and one woman received the distinct impression from Personnel that she would be hired, only to be informed at a later date that there was no class for her.

Obviously, before any informed decision can be made as to the continuation of this Project, it is imperative that some concrete evidence of children needing such services be presented. In addition, even if there are hearing impaired children requiring educational provisions, their needs cannot be met except by the most highly trained and qualified teachers of the deaf. While it is eminently clear that individuals trained in other areas of special education can contribute to the success of a program for the hearing impaired, it is equally clear that major teaching roles must be filled by specialists.

To develop a truly quality program, it is essential in the opinion of this evaluator, that very clear criteria be drawn up describing the type of child for whom the program is designed and that these criteria be applied both in the selection of children and the skills sought for in prospective teachers.

In spite of the above mentioned serious problems confronting the Rubella Project, it must be strongly stressed that the Coordinator of the Project and her staff are fully committed to serving the children enrolled. The Coordinator has done an exemplary job of maintaining morale, aiding her new teachers in the organization of their classrooms and procedures, and attempting to orient her teachers to deafness through workshops and other types of in-service training. The following description of the three classes and their activities and the attached reports from the classroom teachers reflects some of the accomplishments as well as the weaknesses.

Classes

Throughout this third year, as in previous years, there have been three classes in the Project. Unlike the class composition of the first two years, however, where one class was basically preschool, one was deaf-blind and the third was kindergarten; two of the classes this year have been thought of as kindergarten level (one being the deaf-blind class) and the third has been referred to as a first and second grade class. This latter class consists of some children who had not previously been part of the Rubella Project but had attended a class for hearing impaired children at Grant School and some children who were "promoted" from last year's Rubella Project kindergarten class. It should be noted, with some

concern, that although one of the primary original purposes of the Project was to aid in preventing learning problems by providing early intervention and working intensively with preschool age children, no children within that age group were enrolled during this last year.

Kindergarten hearing impaired class: this class has consisted of six children ranging in age (at the beginning of the school year) from 5 years, 3 months to 7 years, 1 month, with an average age of 6 years, 6 months. Thus, the designation as "kindergarten" refers not to the chronological age of the children but to the curricula content and objectives.

The teacher of this class is new to the Project and has had no previous training or experience with hearing impaired children. In addition, she had not previously used most of the special materials which have been an on-going part of this program, namely, Project LIFE and the Peabody Rebus reading program. A further unfortunate factor is that for apparently a variety of reasons, this teacher obtained little information on the "entering behavior," or current functioning, of the children assigned to her, and has seemed unaware of much of the work that was done by the children's previous teacher. Therefore, some of her stated objectives (see sample progress report #1 in appendix), in the observation of this evaluator, have not been particularly relevant or necessary.

With the conscientious assistance of the teacher aide, who had previously worked with this class, several productive learning activities were instituted. This evaluator is not confident, however, that any of the children were receiving as intensive and appropriate instruction as their handicap and educational retardation required. As revealed in the teacher's report, most of the academic or pre-academic programs and materials which were supposed to be an integral part of the Project were dismissed by her as "inappropriate." What was substituted, however, frequently was quite unstructured and non-systematic. The value of some of the field trips, for example, and emphasis on "socialization" skills, while certainly not completely denied, is highly conjectural when one recognizes the urgent need for linguistic and cognitive development of these children. J.J., a 7 year old boy in the class is only minimally hearing impaired and yet lacks even basic reading skills and rarely uses his speech voluntarily. While it is probable that he would be more appropriately placed in a class for hearing children, little was done during the current year, except by a student teacher, to help prepare him for even a first grade placement. This is noted as an illustration of the urgent need for a more remedial, individualized approach in this class. In fairness, however, it must be pointed out that such an approach would be extremely difficult for a teacher untrained in working with hearing impaired children to implement.

Deaf-blind class: As discussed in previous evaluation reports and in Project proposals, the term "deaf-blind" is often misleading and this designation as applied to the class under consideration is no exception.

good organizational skills and appeared to generally make productive utilization of class time. As is suggested in her report, she showed considerable skill in identifying specific goals and in observing and recording individual student progress.

Because of unfamiliarity with many of the programs previously used in the Project, and lack of materials (which will be discussed in a later section), the teacher attempted to use some materials, particularly, in reading, which have not, to this date, been demonstrated to be appropriate with hearing impaired children. Both the Evaluator and the Project Coordinator also noted a tendency to be rather argumentative and defensive when given suggestions. As was also true of the Kindergarten-Hearing Impaired teacher, the teacher of this class discontinued some programs which had previously been initiated with these children in a way which suggested that the major reason for discontinuance was her own unfamiliarity with the goals and procedures of the program and/or lack of persistence in applying the approach.

Materials

Upon moving to their new location, the Project staff discovered that many of their materials, specifically purchased for the program and with Title III funds, had not been moved with them. Not all of these materials had been recovered by the end of the school year. And a great deal of time was expended in locating and retrieving the materials that have been returned. One of the major programs started during the second year of the Project's operation was Individually Prescribed Instruction (IPI) in mathematics. The materials for that program were received at Jackson School in April, representing a seven month delay in implementing this important educational activity.

A second major concern in the area of materials and one commented on earlier is that the almost entirely new staff was totally unfamiliar with many of the programs which had been previously used. Consequently, although willingness to learn was relatively high, there were delays in beginning to use the materials, inappropriate and/or inconsistent application, and in some cases, namely, the Peabody Rebus Reading Program, almost total termination of the program. Some new approaches have been introduced by the new teachers, primarily because they were ones with which these teachers were familiar. While time has not permitted a complete evaluation of the effectiveness of these approaches, their use at this date does in some ways turn the third year of this Project into a "first year." While Project LIFE and the Body Movement program have continued, only the latter, which as noted in a previous evaluation report is actually tangential to the major objectives of the Project, has been regularly scheduled and systematically applied. The two new teachers are not fully cognizant of the goals and procedures of Project LIFE and thus have been rather frustrated in their efforts and, in the opinion of this evaluator, prematurely concluded that its continued use would be only minimally beneficial to the children.

The children in this class represent a wide range of auditory and visual impairment. With some of the children the auditory channel is the most deficient; with others it is the visual. In addition, with at least two of the five children currently enrolled, the visual and/or auditory problems are almost insignificant when compared with the lack of self-help, social, personal and cognitive skills due to lack of early identification and/or appropriate training.

One child who has been in the class since its inception was transferred to a class for the visually impaired also housed at Jackson School. This evaluator has not been informed of the criteria applied in making the change or in the subsequent return of the child, who is 7 1/2 years old, to the deaf-blind class.

The heterogeneity of this class is commented on in the report of the classroom teacher (see Sample Progress Report #2 in the appendix). The rate of progress of these children, most of whom have been in the program for three years, has also varied considerably. While part of this variation can certainly be attributed to differences in degree of handicap and in previous training, it is strongly felt that insufficient individualization of goals and procedures has also played a major part.

The teacher of the class, while trained both as a teacher of the deaf and of the blind, has been primarily schooled in a group orientation to teaching/learning. This is not to imply that she is unaware of the importance of individualization. Frequently, however, one gets the impression that she equates individualization of objectives and activities with individual tutoring and is overwhelmed by the contemplation of providing tutoring to each child each day. A workshop in behavioral objectives and prescriptive teaching could be of great benefit to this teacher.

First and second grade - hearing impaired: This class consisted of 6 children ranging in age (at the beginning of the school year) from 6 years, 9 months to 10 years, six months. Four of the pupils were boys and two were girls. Hearing losses were primarily moderate but at least two of the children would be more accurately termed "deaf" than "hard of hearing."

Earlier comments about the apparent lack of a "waiting list" of children requiring the services of the Project are relevant to the existance of a class designed to serve both first and second grade levels consisting of only six children. In practice, however, and as revealed in the teacher's report (see Sample Progress Report #3 in the appendix) the class was generally treated as a single group and the difficulty level of most of the concepts presented approached first grade level rather than second grade.

The teacher of this class, although new to the Project and not a trained and certified teacher of the hearing impaired, displayed rather

.Instruction

Of necessity, this report has been highly critical and negative. The problems noted cannot be left unattended if quality education is to be provided hearing impaired children. The criticisms must not be construed to imply, however, that no effective instruction is taking place.

Relocation has solved some of the previously reported busing problems and consequently most of the children are spending more actual time in classroom activities. Two of the teacher's aides have been with the Project for at least two years and have thus been able to help the new teachers and have assisted greatly in preventing total absence of continuity. While appropriate individualization of instruction is still lacking in each of the classes, the teachers are aware of this and in various ways, to the extent of their ability, attempted to correct this problem. In addition, a trained teacher of the deaf, who is pursuing graduate study engaged in an advanced practicum experience at the Project in which she provided individual tutoring two times a week.

An obstacle to optimal instruction is the heterogeneity of students found in each class. Contrary to a statement in the third year proposal, these children are not all hard of hearing. Some are profoundly deaf; some have only minimal losses. In the deaf-blind class, these differences are extreme. In the youngest class, one child in particular could profit from extensive speech work and language development primarily through auditory means while some of his more impaired classmates require a highly visual system of communication.

In the deaf-blind class there are two children who are receiving virtually no instruction at all. The teacher is depressed by what she considers to be a poor prognosis and does not appear to know the teaching strategies to apply.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The success of the first two years of the Rubella Project, as noted in previous evaluation reports, in achieving educational objectives for hearing impaired children justified the establishment and funding of this Project.

2. The third year of the Project, due to radical changes in personnel and programming and to administrative difficulties disrupted the continuity of the Project in vital ways.

3. The specification of individual behavioral goals for each student and the refinement of instructional strategies for implementing these

goals is long overdue. The progress of the children cannot be compared to what they would have achieved if they were not in a program at all, because there are other available local programs for both hearing and hearing impaired children. Progress must be assessed on the basis of what other handicapped children of similar backgrounds are achieving in given periods of time in other programs. This assessment could not constitute a part of the present evaluation because of lack of continuity in teaching staff and techniques.

4. As stated in an earlier report, the title "Rubella Project" is at best noninformative and at worst misleading. Many of the children in the classes lost their hearing through etiologies other than maternal rubella and no homogeneity of behavior has been observed which would support the implication that "Rubella" hearing impaired children necessarily differ from other hearing impaired children.

Recommendations

Obviously, many factors have to be considered in deciding whether the Project should be continued as an on-going component of the District's special education program. Lack of "perfection" in a three year project is not sufficient reason for termination. If, however, highly trained and experienced teachers of hearing impaired children cannot be obtained, and if selection criteria and specific educational goals are not clearly delineated, the continuation of the three classes, to say nothing about the possible addition of classes, would not appear warranted. The Evaluator considers the implementation of the following recommendations of vital importance.

1. A thorough survey of hearing impaired children residing in the District and not presently receiving appropriate services should be conducted.

2. Department of Special Education personnel should meet with representatives of existing programs for hearing impaired children in the metropolitan D. C. area to ascertain if there is actually a need for classes to be operated by the District itself, and if so, the specific type of intervention which is needed.

3. Consultants with experience in the education of hearing impaired should, if at all possible, be obtained and requested, to suggest clear educational program specifications.

4. All teaching personnel involved in working with hearing impaired children, particularly those children with severe to profound losses, should have completed an accredited teacher preparation program for teachers of the deaf and be so certified.

APPENDIX

SAMPLE PROGRESS REPORT #1

Kindergarten Class - Hearing Impaired

PUPILS

Boys	Girls
K.G. - 9/28/64	K.C. - 7/11/65
J.J. - 11/20/64	L.F. - 6/2/66
	E.M. - 11/5/64

Objectives

1. Enrich the expressive language vocabulary of the children by providing opportunities to become acquainted with new activities, people and things.

2. Encourage the acquisition of the skills necessary to properly write her name for E.M.

3. Emphasize and reinforce the acceptable social behavior (e.g. cooperation, consideration for others, taking turns when playing, etc.) through praise, reward and special privileges.

4. Encourage ~~K.G.~~ to increase his attention span and to work toward completing assigned tasks by making the work interesting, meaningful and within his capabilities and by rewarding his efforts at accomplishing the above objectives.

5. Promote the use of acceptable, intelligible speech for all the children but especially for J.J. and do not reinforce the use of poor speech patterns by answering or translating them.

6. Introduce the concepts of community helpers and their jobs by visiting a) the Fire House, b) the Public Library, c) a restaurant (La Nicoise - French), d) the White House, e) the Capitol and f) the Hot Shoppes Restaurant.

Group Progress

Briefly let me say that there have been some examples of notable progress in regard to the specific objectives outlines on page one but there have also been some lamentable regressions and disappointments. For example, E.M. still does not write her name accurately when asked to put it on her lesson papers but will copy it correctly when given the proper model.

The trips into the community provided rich experiences for the children and provided me with many vocabulary words and experiences to draw upon to enrich the expressive language of the children. My students have learned the words and the signs for most of the objects and activities related to the operation of the fire house, for example. Now whenever they see a fire engine or hear its sirens, they spontaneously offer the appropriate verbal responses.

The social behavior of the class as a whole is improving very satisfactorily but "kids will be kids" so we cannot report 100% improvement. For example, the children will still argue over the swings and reluctantly give up their turn but will, on the other hand, kindly return one of the children in the deaf-blind class to their room or will go out of their way to be kind to someone else.

Intelligible speech is still an important objective but has not been adequately realized yet. Progress is being made but slowly. The emphasis of the last two months has been to increase the verbal response from a noun-verb phrase to a short sentence. The progress of the children with residual hearing has been more rapid and complete than that of the children with the serious impairments. I have used Peabody picture cards, picture story books and filmstrips to increase intelligible speech.

In the past two months we have found several ways of working on the attention span of the children with particular emphasis on the problems of distractability, obstacles to concentration, and techniques of avoidance of the assigned tasks. The child needing the most help in these areas was K.G. I can report that he is completing a higher percentage of his assigned tasks and is doing them with greater accuracy and attention to detail but needs constant encouragement, reinforcement and external rewards to do so (e.g. permission to join his classmates on the playground). Our next objective for this task is to decrease the amount of external rewards needed to produce the accepted behavior.

Ongoing Projects

LIFE: Due to technical inadequacies we have not used this program to any appreciable degree. I also find it necessary to take time now to introduce the concepts contained within this program before using the machine with my students since I find a reluctance for them to attend to the task or even look at the figures on the screen. This behavior is due in part to a feeling that this activity is a waste of their time and is not teaching them anything.

Rebus: I used Book 1 of the readiness program with my class but found that there were too many obstacles to the meaningful dissemination of information or knowledge for it to be effective. For example, K.C. discovered that she could get the proper "answer" by rubbing her fingernail across the treated strips to see which one showed green and then to proceed to get the "correct" answer for each question without even looking

at the rebuses there. When we approached her about this action, she was not the least bit interested in her behavior since she was getting the necessary reinforcement of the green under the response. When we tried to go over the picture object by object and rebus by rebus she tried to please us and make the proper associations but could not see how it could be important since she had already gotten the correct answer. You only have one chance to motivate or receive a response from this child. If motivation is given to draw or paint a picture or make an object, she will make one - never two - and if the teacher is dissatisfied with the result, it's too bad because that's all she's going to get. I can keep her sitting at her desk and continue to expect her to reproduce something she has done once - but to no avail. Therefore, this project could no longer be the one to use with this child. Also she is a leader - especially with these five children - and she shared her discovery with them.

There are some more far-reaching drawbacks to the whole philosophy of using this program as I see it. First of all, the arbitrary symbols used for the intangibles are too arbitrary and meaningless. My students, even those with some hearing, can see no meaningful association between the printed words "my, the, is" and the rebuses chosen to represent them. One very erroneous assumption is made here, I believe, and that is that the child will know that there is an article before a noun and a word showing possession comes before the object owned. This is not the concept of a sentence that the child with a hearing impairment has when he is using readiness materials. The genesis of his speech is to communicate basic concepts and to elicit the desired behavior on the part of the receiver of his attempts at communication. He does not hear the articles or the possessive pronouns and he cannot assume that they are there.

IPI: For the period of this report the necessary materials were not made available to me. Therefore I cannot honestly say that we used this program. We did, however, provide exercises in the learning of number concepts and the names of the numerals on the needed levels for each of the children.

Cuisenaire: We designed activities to use the rods to illustrate the concepts of oneness, etc. and supplemented the lessons with paper and pencil tasks which simulated the tasks done with the rods but added the associations of the appropriate numbers.

Body Movement: Mrs. W. is the only qualified person to discuss the various ramifications of her program. I can only assess it as being worthwhile, helpful to the children, and one which is sorely needed in several cases as a readiness activity for academic or educational progress.

Art: Miss S.A. has volunteered her time on Friday mornings to give opportunities for artistic expression to the children. She is very creative and has quickly earned the respect and admiration of the children.

They work well with her and consequently their masterpieces are really original creations that they can well be proud of.

Special Trips

1. Fire house: On a rainy Friday morning we walked to the fire house on 35th St. and Dent Place N.W. A block from our destination we came upon a fire engine completely blocking the street. The firemen were running in and out of the basement of a house carrying buckets of muddy water. Upon questioning the lady of the house, we discovered that her basement was flooded due to the backup of water from the heavy rainstorm and the firemen were cleaning it up for her.

When we arrived at the fire house the children looked at all the trucks and the gear stored around the building. The man who greeted us and introduced us to the chief, disappeared and thrilled the children by coming down the fire pole. They wanted to try it but that wasn't possible. Then this firemen showed the children how he jumped into his gear and got dressed in preparation to fight a fire. At this point the chief started the sirens on the truck going and sat the children up on the front seat of the truck, one at a time and let them wear the fireman's hat and push the buzzer. They were excited and impressed with this activity. The chief explained what all the axes and ladders were for and I translated when necessary.

Then the fire engine that had been dredging the lady's basement returned and we were able to see them wash the engine and remove their gear.

I assess this trip as successful and of worthwhile educational significance since the children volunteer the correct verbal responses when they see pictures of a fire engine, fire house, fire, etc. or see examples of the real thing.

2. White House and the Capitol: On Wednesday, March 29th our class, Mrs. G's class and selected members of Mrs. C's class and Mrs. K's class went on a field trip to the above mentioned places. This was the first time that these children had been able to have a field trip that involved a bus to the freeze and administrative inefficiency. Just the idea of getting to go on a special trip was excitement enough. As far as the educational advantages of such a trip they are manifold and extensive. Especially since our children have incomplete understanding of what a President is and does and what a Senator is and does as well as what the idea of having a government is. Possibly the only concept that the children have clearly in their minds after such a trip is that there are two large, impressive buildings near our school that many people come here to visit. This concept in itself may help them realize that we live in a city that has special importance to our nation.

Science Activities

1. Aquarium - the class and I prepared a 5 gallon aquarium from scratch. We washed the gravel and washed the aquarium and then spread the gravel on the bottom of the aquarium. We placed rocks and shells in it and then added the clear tap water until we had the tank filled within two inches of the top. We prepared the charcoal and cotton filter and attached it to the air pump and plugged it in. We checked the thermometer at various intervals during the day until the water was warm enough to introduce the fish (guppies of both sexes and of various ages). I showed the children how I feed the fish but explained to them that it was easy to feed them the wrong amount so I would have to be the one to do the feeding. Later on I added a small heater and an artificial plant to complete the set up. The children watch the fish whenever they have a chance and know which are the males and females and which females are going to have babies. So far we have not been privileged to be present during the blessed event but the children are aware that there are more babies some mornings.

2. Planting seeds - We have planted flower seeds in the schoolyard alongside the wall and hope that we can improve the beauty of the school. We also planted seeds in empty cartons (with dirt in them, of course) and have a "nature" table in one corner of the room. Unfortunately the seeds will have to be hardy to survive the flood of the first week when the children over-watered them and the drought of this week when nobody is in school. Only time will tell.

SAMPLE PROGRESS REPORT #2

Deaf - Blind Class

PUPILS

Boys	Girls
D.P. - 11/18/64	T.M. - 6/5/63
J.N. - 11/21/64	T.J. - 12/29/64
R.W. - 10/18/64	

Group Dynamics

Since the individual differences are so great now in this class, it is almost impossible to present any kind of lesson or to plan group activities for the class as a whole. Therefore D.P. has to invite some children from Mrs. K's or Miss C's class over for table games, finger plays, filmstrips, etc. with him. The competition in a group is a good motivation for him. He was invited on a trip to the Fire Station with Miss C's class and to a birthday party with Mrs. G's children.

Miss C.A., a volunteer, has begun art sessions with D.P., T.M., and J.N. on Wednesdays. They are doing very well.

D.P.:

Doing well in games that involve vocabulary and phrase recognition.

Continuing to learn number concepts 1 to 8.

Showing more interest in "talking" to people, having learned to say "how are you?" and "I am fine." to visitors.

Vocabulary: colors, shapes (rectangle, circle, triangle and square), collective nouns (toys).

J.S.

Hand-coordination: (1) has learned to button and unbutton with Montessori board; (2) has learned to string the shoelace on the Montessori board.

Auditory training: He is able to discriminate the sound of drum and cymbals successfully, but there is no indication that he could really hear his own name, "sit down" and "stand up" after daily practice with earphones for a month and a half. Thus the emphasis shall be switched to manual after this report.

Toilet training: improving steadily.

Mobility: He bends, picks or breaks everything instead of touching smoothly. In order to break him of this habit finger painting will be added to his routine.

T.J.

She whined and cried very often during this reporting period. We have tried to discover the reason, but are still unsure.

She is beginning to relate herself to another person in the following ways:

(1) She often takes R.W.'s hand and leads him around, sometimes trying to help him when asked to do so.

(2) She did kiss and hug me upon request.

(3) She often rubs her hands as a signal to eat or go to the bathroom. She points to her shoes for body movement. She pulls us over to the lights to turn them on after recess.

(4) She imitated my sign for piano.

All of these indicate progress in social adjustment. Besides body movement she enjoys music. She could possibly learn to play the piano by ear. Although I am not a musical therapist I have tried using a tiny bit of the techniques used in the workshops at the Developmental Center. She shows very good response.

A new project for T.J. is storytelling based on objects rather than books.

R.W.

Can now match shapes other than colors.

Can respond to the signs for book, dog, baby doll one day, but fails the next. He is learning to respond to a new gesture for puzzle.

On March 8th his mother called to say that R. kissed her before going to bed. She was thrilled.

J.N.

Shows improvement in drawing and printing. He can now not only copy phrases, but sentences too.

He is beginning to show an interest in the illustrations in books.

The efforts to get him to cooperate in table games with D.P. did not turn out well due to his poor vision and slowness in grasping concepts.

T.M.

She is doing better in printing. She has moved to the stage of copying sentences rather than single words. This indicates her perceptual improvement, which is also reflected in her art work.

SAMPLE PROGRESS REPORT #3

First and Second Grade Class

PUPILS

Boys	Girls
R.F. - 12/19/64	S.C. - 7/8/64
W.G. -	A.G. - 10/23/64
F.P. - 3/13/61	
G.Y. - 5/28/63	

Objectives

Language stimulation: The children will name 11 new food items, 8 words associated with holidays in February and March and 10 items associated with our trip to the post office. They will discriminate the feel of objects and describe them as "soft, hard, rough, or smooth." They will demonstrate understanding of prepositions in-on, top-bottom, and inside-outside.

Reading: The Distar Reading Program will be continued. The children will sound letters of the alphabet phonetically. They will combine sounds into simple nonsense syllables.

Math: F.P., R.F., S.C., and W.G. will count objects and recognize the written symbols for numbers 1-10. G.Y. and A.G. will demonstrate the same abilities up to 15. G.Y. and A.G. will do simple addition facts.

Social development: Social interaction especially verbal interaction will be encouraged. The children will cooperate in group activities as well as work independently at their seats. They will follow verbal instructions for carrying out a task.

General Group Progress

R.F., A.G., F.P., and G.Y. were successful in naming all new vocabulary items. W.G. named 10/11 foods, 7/8 items associated with holidays and 8/10 associated with the mail. S.C. named 8/11 foods, 4/8 items associated with holidays and 6/10 associated with the mail. As a group, they demonstrated understanding of the adjectives and prepositions stressed.

The children progress through approximately one "Distar" lesson each day (average speed of progression as dictated by program norms). They work up to an hour on each lesson and appear excited to respond. Group, rather than individual progress is measured.

A.G., W.G., F.P., and G.Y. all reached objectives set for "math." S.C. is still confused the written symbols for 8, 9, and 10.

Judged subjectively, the children seem to be making some strides in social development. They seem to participate better in group activities and "team" sports. They seldom laugh at or ridicule each other's errors.

Creativity and individual work was encouraged especially during art activities and seat work assignments. Although the children still seem reluctant to work independently (they often produce copies of the teacher's examples or each other's work), they do accomplish more work and complete more tasks alone. They copy one another's work less frequently when they are told to do their own or "do them all differently."

Ongoing Projects

LIFE: All the children completed the Perceptual Series and are now working on the Language Series of the project. These filmstrips require the children to match a pictorial representation and the printed form of a word. No speech or oral language responses are required. The exercises seemed difficult for the children and they made numerous errors. Because of this, each filmstrip was previewed by the class as a group with the teacher or aide reviewing the concepts orally before the children were expected to work individually.

Distar Reading: The children were responsive and worked well with the program (see section above). They successfully completed all sections except the "rhyming" portion, which appeared difficult, especially for S.C.

Peabody Rebus: Because the children were not responsive to Rebus in the past, this program was discontinued.

IPI: IPI materials were not available. Consequently this program could not be utilized.

Body Movement: The children participated enthusiastically and appeared to enjoy body movement sessions.

Materials Introduced

Language:

1. Food items

jello	cake	hot dog	apple	pumpkin	turkey
cupcake	cheese	spinach	bananas	grapes	

2. Holidays--We tried to convey the concept of a "holiday" being a special day. We celebrated Lincoln's Birthday, Washington's Birthday,

·Valentines Day, Saint Patrick's Day, and class birthdays. Specific vocabulary:

Word	Explanation Used
holiday	(a special day)
leader	(each day we have assigned one child to be the leader of the class)
President	(the leader of everybody in our country)
Washington	(the first President, a good man)
Lincoln	(a good man who was our friend and the President)
Capitol	(where the President works)
White House	(where the President lives)
Saint Patrick's Day	(a holiday we wear green on Saint Patrick's Day)

3. Items associated with the mail:

post office	mail man	stamp	envelope	card
mail box	mail truck	letter	valentine	address

We took a trip to the Post Office before Valentines Day. Each child mailed a card home to his parents. The trip was discussed and pictures representing these words were placed on stimulus cards. Naming responses were required. Peabody picture cards were used. Simple naming of the picture was the criterion for the correct response.

4. Adjectives (how things feel): Objects were placed in a box and the children were allowed to reach in and feel them. They were identified and described as:

soft	(cotton, yarn, kleenex, slippers)
hard	(rocks, tacks, shells, metal, scissors, wood, etc.)
smooth	(wax paper, mirrors, plastic)
rough	(fingernail file, sand, hair brush)

5. Prepositions: in-out, top-bottom, inside-outside

6. The date in these contexts:

What day is it?
Today is _____
Yesterday was _____
Tomorrow will be _____

Months-- January, February, March

Days of the week

Group Dynamics

The children played together and interacted continuously. Although they are frequently aggressive and rough at times, they seemed aware of each other's feelings and willingly shared personal possessions and ideas.

Special Events

The children toured a local post office. The postmaster took them to various areas where the mail was sorted and put into trucks. They each purchased a stamp and mailed Valentines to their parents at home.

The children toured a fire station. They were allowed to put on the firemens' hats and climb on the trucks. They heard the alarm, saw the firemen and their quarters, and saw a fireman jump into his clothes and slide down the pole. We read stories, discussed the trip and did a simple experiment putting out a candle with water, baking soda and cutting off air. School firedrills were held and discussed.

A trip to the Capitol, White House and Washington Monument was scheduled in February. Because of transportation difficulties, this trip had to be cancelled and rescheduled in March.

Parent Conferences

Parents Day was held in March. Although none of the children's parents attended, the attached report and a sample of each child's work was sent home. Mr. and Mrs. W.G. visited and observed our classroom.

Problems, Suggestions, Needs

An organized math program is needed.

A television for the children to watch "Sesame Street" and other educational programs is needed.

A film projector and films would be helpful.

Next Month's Activities

Continued use of Distar and Project LIFE Programs

Introduction of IPI Math

A science unit on plants and their growth

Health units on foods and dental hygiene

Emphasis on learning the alphabet

Emphasis on learning and using new verbs

Emphasis on learning the months of the year

Individual Progress

S.C. learned 8/11 food items, 4/8 items associated with holidays, and 6/10 items associated with the mail. She demonstrated word finding difficulties typical of an aphasic child. She could count objects up to 10 and identify numerals 1-7. However, she frequently confused the written symbols for 8, 9, and 10. She also displayed some agraphic tendencies on "Distar" sound symbols. She worked on the Language Series of Project LIFE. She made numerous errors on this series. Her individual seat work has improved and social interaction was good.

R.F. correctly named all vocabulary items. He counted objects and recognized written symbols for numbers 1-10. Although his attention span is short, he worked well for extended periods on "Distar" and his seatwork shows some improvement. He has been required to complete an assignment before being allowed to go out to recess. This along with increased social reinforcement for working seemed effective. He was much less disruptive during class than he has been in the past (prior to this time his laughter and playing have disturbed others work) and continued to react well socially.

A.G. named all vocabulary items. She attained number concepts 1-15 and added simple problems when given a domino or physical stimulus prompt. She worked on the Language Series of Project LIFE. She seemed somewhat more withdrawn during these months. She had one toileting accident in class, displayed several "crying-because-of-hurt-feelings" behaviors and seemed on the whole quieter and less responsive.

W.G. named 10/11 foods, 7/8 items associated with holidays and 8/10 items associated with the mail. He can voluntarily control (lower) his pitch and imitate mouth positions for various sounds and words. His volume remained low and his speech generally unintelligible. However, he seemed more willing to make attempts and errors. He demonstrated concepts of numbers 1-10. He learned the days of the week and seemed to

"catch-on" to other classroom activities and procedures readily. He was responsive and cooperative in class and interacted well with the other children.

F.P. named all new vocabulary items. He demonstrated a grasp of number concepts 1-10. He articulated /d/ and /t/, elevated tongue tip sounds he had not previously made. He seemed aware of word endings and letter-spellings for familiar words. His previously demonstrated "bullying" behavior seemed to diminish somewhat, but remained a problem.

G.Y. named all vocabulary items. He counted up to 40, but his concept of numbers did not extend beyond approximately 15. He added simple problems when given a domino or other physical prompt. He began work on the language series of Project LIFE. He seemed more cooperative in classroom activities and except for some "bullying" and fighting, his social interaction with peers remained good.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
JACKSON ELEMENTARY SCHOOL
30th & R Streets, N.W.
Washington, D. C.

June 19, 1972

FINAL REPORT

Rubella Children: Complete School Program

Staff:

Project Director:	Zelma L. Wesley B.A., M.S. Special Education (Deaf)
Teachers:	Gertrude Cheng, B.A., M.S. Special Education (Deaf)
	Adelle Clark, B.S. Mental Retardation
	Karen Greenwood, B.A., M.S. Speech Pathology
Educational Aides:	Cynthia Auston Charlie Beckney Gregory Johnson Selena Norman Leah Spruill

Introduction

June 30, 1972 marked the end of the Rubella Project. For a Three year period an attempt has been made to develop a complete school program for children effected by the Rubella Epidemic of 1963-65. The project started in 1969 with an enrollment of sixteen children in two classes for kindergarten age children. It had been hoped that the number of classes could have been increased to five at the beginning of the third and final year of the program. However, due to the lack of information regarding children needing placement we were unable to establish the two additional classes. The program currently has an enrollment of eighteen children in two kindergarten classes and one first-second grade class. One of the kindergarten classes is the deaf/blind class.

In my Interim Report recently submitted, I have explained in detail the status and progress of the project covering the five months of my administration from December 1971 through May 1, 1972. In this report I will summarize my findings, evaluate progress and make recommendations for the continuation and or an additional year experimentation under title III.

As a format for my final report I will evaluate each item listed in the third year proposal.

Although the project was greatly hampered by organizational changes at the beginning of the school year, we were successful in accomplishing some of the objectives of the program. Learning has taken place in the classrooms. Student progress and growth is evident.

The Project objectives were:

1) To develop a teaching program which will maximally educate children who have symptoms and problems including specific learning disabilities such as those caused by Rubella.

2) To develop and improve receptive and expressive communication skills.

3) To find the best method of preventing or alleviating learning problems in academic subjects, particularly reading and mathematics.

4) To develop social relationships with peers and adults.

5) To increase emotional adjustment of children and parents.

6) To develop independence in self-help skills.

7) To validate methods and materials used with these children and make generalizations for other population.

8) To document other ancillary benefits which accrue as a result of this program.

Development of a Teaching Program

A regular daily schedule was established which included regular arrival and departure times and the serving of hot nourishing lunches. Most of the children were in school by 9:00 a.m.

In order to develop a teaching program that will maximally educate deaf children it is essential to have the most highly trained and qualified teachers of the deaf. Although teachers trained in other areas of special education can contribute to the education of the hearing impaired, the major teaching roles must be filled by specialists.

The instructional staff on the Project consisted of one experienced trained teacher of the deaf, a speech pathologist in her first year teaching experience, and a first year teacher trained in the area of mental retardation. The teachers that have served on the project have shown a sincere interest and a willingness to give the best that they had to offer for the development and success of the children enrolled.

Because my appointment as Project Director to this project was made so late, and because I had to spend the first three months of this project tracking down equipment and supplies lost in the movement to the new facility, and because we had to wait through a fund freeze to order basic supplies needed, and in addition to duties as project director the administration of a building which we had recently transferred to, there was not enough time left to spend with each teacher as I had hoped for, however, during my short administration I did have weekly administrative staff meetings, weekly staff development workshops, and teacher conferences and parent conferences. Also, I have taken teachers on field trips to other Deaf Institutions and other meetings of special education.

Volunteers, teacher aides and student teachers from George Washington University, Howard University, Gallaudet College and Federal City College were utilized on the Project. A criteria for the utilization of student teachers and volunteers in the program has been established (see appendix #1)

Because of my membership in certain local organizations such as the Alexander Graham Bell Association for the Deaf, Howard University Advisory Board, Gallaudet College Alumni Association, and The D. C. Public School State Plan Committee, I have been able to reach a broader spectrum of other agencies and in this community

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working with the same or associated problems who have fed voluntary help and who have expressed a desire to coordinate with me on future educational efforts of the Deaf and Rubella affected children. I have received total cooperation from Howard University Department of Speech and Hearing, Federal City College, George Washington University and most importantly Gallaudet College. We have set up a criteria whereby we can exchange students where services would be beneficial to the student in either direction. We have received student teachers and volunteers from the Institutions mentioned.

The teachers, student teachers and volunteers received reciprocal benefits. The students gained knowledge and experience, and the teachers received assistance and new ideas. The use of student teachers and volunteers on the project was very successful and beneficial to the student teachers as well as the project. However, controlled utilization of student teachers, volunteers and other discipline must be maintained especially with a new staff and a project this small in order to avoid a circus atmosphere.

In terms of staff development, ten workshops were given by experts in special areas dealing with discussions and demonstrations on deafness, hearing aides and terminology, methods, language development, materials and concerns for educators of the deaf. A detailed listing of the workshops was given in my interim report. Each workshop was evaluated by the participants. Most comments were favorable to the workshops.

The children were evaluated after a three month period. The teachers devised their own report cards since the regular D. C. Public school report cards were not suited for our particular need. It was felt that a more detailed explanation of pupil progress would be more meaningful to the parents. Also Bi-monthly progress reports were submitted showing student progress and class activities The final Pupil Progress Reports are attached to the reports. (see sample report cards.)

Expressive and Receptive Language Skills

Project Life has been utilized on the project more consistently in one class than in the other two classes. Electrical problems within the school building, prevented the setting up of the machines in two of the classrooms. The deaf/blind class used the machine when it was set up in the office, however, when it became necessary to discontinue this arrangement (due to office traffic and distractions to the child) no further efforts were made by the teacher to continue using Project Life. (Although there was one machine in operation in

another classroom that could have been shared). Also, the kindergarten deaf class has used Project Life but not consistently. The first/second grade deaf class is the only class that has used Project Life with consistency.

In all fairness to Project Life and the Teachers, I feel that a fair evaluation of Project Life can not be made at this time. Since the new teachers were not properly orientated to the goals and procedures of Project life, and electrical problems in the school prevented the equipment from being installed in each classroom. I recommend that Project Life be again used in the program next year and that the evaluation be made after its consistent use in the program.

We have been able to improve receptive and expressive communication skills in some children. In the first/second grade class where Project Life has been used in conjunction with the Distar/ Reading Program, the progress in language development is evident. Progress can also be seen in the deaf/blind and kindergarten classes. The development of receptive and expressive language in the deaf in a difficult task which requires skilled teachers who are patient and willing to spend a lot of time with her students. More progress can be seen in some children than in others. This is understandable, since the nature, severity of the hearing loss, and the potential of the child are influential factors in determining the rate of progress and success in the development of receptive and expressive language. The children and teachers have worked hard in trying to accomplish this major objective.

IPI (Individually Prescribed Instruction) Mathematics

The materials for the IPI Math Program were not available for the third year of the Project. Therefore, an evaluation of this mathematics program can not be made at this time. Requests have been made for the materials and hopefully, next year the IPI mathematics program can be utilized in the classes for the Deaf and Deaf/Blind.

On January 27, 1972, I attended an IPI Workshop at Barrett School in Alexandria, Virginia and was quite impressed with the program. I feel the IPI program, if used consistently could be successfully utilized in the classes for the Deaf and Deaf/Blind. The demonstration on how the IPI materials could be adaptable for the Deaf/Blind was quite interesting and unique.

Peabody Rebus

The Peabody Rebus materials were not available to the Project until March 1972. The teachers had already initiated their reading programs and plans by this date. The kindergarten class has used the Peabody Rebus Program but not consistently. Since the Peabody Rebus materials have not been used in the classes with consistency, and the new teachers have not had proper orientation to the Rebus program, an evaluation of the Rebus Reading Program can not be made at this time. I recommend that the Peabody Rebus Reading Program be utilized in the classes next year.

Social Relationships with Peers and Adults

In trying to develop social relationships with peers and adults the children have been provided with various experiences. The Teachers progress reports reveal the kinds of activities provided for the children. One major activity aimed toward social development for the Boys has been the establishment of a Boy Scout Troop at Jackson School. Parents, teachers, and students are involved in the activity. Every Thursday afternoon from 1:00 - 2:00 the boys engage in scout activities. All scout activities this year were confined to the school. The Boys have been learning to make "rope". Tremendous social growth among the boys has been seen from this activity alone. The Deaf, Blind and Deaf/Blind were all involved in the Boy Scouts/Cub Scouts.

Jackson School Received its charter for the establishment of Boy Scout Troop 55, Pack 55 on June 8, 1972. Parents, Teachers and Scout Officials were present for the presentation.

Progress can also be seen in the development of independence in self-help skills. The children in the Deaf/Blind class especially have made great strides in this area.

On-Going Parent Program

Three P.T.A. meetings were held in a four months period which included two lengthy holiday periods from school. (Christmas and Easter) In these four months parents were organized, parents were introduced to methods of working with their children with their handicaps; parents have been introduced to and are participating in the International parents organization.

The International Parent Organization has been pushed because this is an established organization and its resources for the parents of deaf children in this area have not been taped, its legislative, lobbying and instructional arm should give valuable inputs to the paren of these children and help make them concerned (hopefully) enough to participate in the development of a more comprehensive program for the deaf, hard of hearing and deaf/blind of the District of Columbi Membership is very inexpensive and the newsletter and other information the parents can get, plus the help the parents can give the child at home could make them a co-partner in the educational process of these children, and maximize the teaching efforts of the school.

The parents have been encouraged to visit the school and involve themselves in the school activities. They have been invited to programs, workshops, school and class activities. We did not have as many parents involving themselves with the school as we would like to have had; however, we hope that next year we can further promote the interest and participation of the parents.

Identification

The D. C. Public School System is paying tuition grants for a number of District Deaf children in private facilities. I have made educational assessments on 15 of these children in order to determine the possibility of the D. C. Public Schools assuming the educational responsibility for these children. My recommendation for the future education of the Deaf and Deaf/Blind in the D. C. Public Schools is found in Appendix two attached to this report.

Measurement of Results

The two research assistants, consultants, members of advisory council and specialist in evaluation were not available to the project during the third and final year of the program, therefore the various test and seven types of data to be collected as described in the third year proposal were not carried out.

Documentation and Dissemination

Bi-monthly progress reports were submitted by the teachers showing pupil progress and class activities. These reports have been included in my interim report and at the end of this report.

Due to the Financial Freeze effecting all D. C. Public Schools and programs we were unable to spend any of the funds allotted for the Rubella Program prior to April 1, 1972. Therefore dissemination activities were greatly hampered. A request had been made to the office of Federal Programs to Duplicate my interim report and final report in sufficient quantities to allow for distribution to interested persons or organizations.

Also video tapes have been made on the project and a request has been made for duplication of these tapes.

Conclusion and Recommendations

In conclusion since many of the objectives of the project are spotty and incomplete due to the various problems which have beset this project such as organizational changes, changes in class locations and staff, the Budgetary freeze, lack of materials, equipment and supplies, and since there has not been enough continuity to assess with validity the efforts and results of instructional material as an input vis-a-vis the measured learning or pupil achievement as an output and since the results would be valid as a pilot project only if the numbers and sampling were great enough, and since the sampling pupulation was not broad enough for valid results (there are enough children available I know for at least two additional classes with a possibility of three additional classes.) (See appendix number two) I strongly recommend the following:

1) That the pilot study for the Rubella Complete School Program funded under title III should continue for an additional year under Title III to complete the aims and objectives of the orginal proposal so that valid results may be obtained.

2) Since there seems to be some stability now in the program, this fourth year should be at the same location (Jackson School) with as much of the third year staff in tact as possible.

3) Classes should be expanded to six (this would mean three additional teachers and a minimum of three additional aides.) All aides are to be used on a full time basis only.

4) The three new teachers to this project should be trained and certified teachers of the Deaf.

5) Budgetary adjustments and grants should be immediately approved to handle the additional fourth years program, if approved.

6) An additional experiment for the fourth years program could be carried out to evaluate the effectiveness of the untrained teacher of the deaf with controlled instruction as apposed to the trained certified teachers of the deaf.

7) Research assistants, and testing specialist should be utilized extensively during the fourth and final year.

8) The approval of my recommendations should be granted immediately so that proper planning and recruiting plus additional experimental criteria can be set up.

Fiscal Report

Due to the Financial "Freeze" we were unable to spend any of the funds allotted for the Rubella Program prior to April 1, 1972.

Allotted	Spent as of 6/19/72	balance
21.12 Travel 300	none	300
25.31 Professional Fees 2,000	none	2,000
25.48 Training 1,000	none	1,000
26.23 Supplies and Materials 1,214.39	1,086.63	127.76
32.69 Equipment 1,227.87	1,227.95	none
25.69 Maintenance & Repair 1,200	none	1,200
32.57 Textbooks 300	299.29	.71
26.88 Office Supplies 500	431.69	68.31

PART V

Parent-Partners Traineeship Proposal for A Parent Education Program

Report prepared by:

Educational Services, Inc.

Project Summary

Title: Parent-Partners Traineeship Proposal for a Parent Education Program

Group Served: Students who had reading and mathematics problems, and along with these problems had some social adjustment problems; 30 parents of the Aiton school community

Project Location: The Aiton Elementary School

Title III Funds Allocated: $40,270

Number of Children Served: Approximately 60 - 180

Background and Rationale:

The Maude Aiton Elementary School located in the far northeast section of the District of Columbia serves approximately 1,000 pupils. Many of the children come from the Lincoln Heights Public Housing Project near the school. Densely populated, many problems as economics, social and health are present.

Since the school is the major facility and resource, 1) cultural resources are limited, 2) there is a great need for coorelated efforts of child, parent and school in order to strengthen the intellectual curiosity, academic motivation, health, and social adjustment of the school children. Such action fosters community and school togetherness. The ultimate goal, however, will be to reinforce and extend educational experiences of children with the focus on academic and social adjustment needs.

Project Objectives:

1. To train 30 parents as educational partners who will participate in the learning activities with the children.

2. To develop a curriculum guide of learning experiences for use by parent-partners and other parents of elementary school children.

3. To establish a Training Center for a continuing program of parent-partner traineeships.

Methodology:

The design of the program included three components: 1) the Practicum and Related Seminars, 2) the Open Education Laboratory; and 3) the Curriculum Development Workshop.

The Practicum and related seminars were conducted for eight weeks. Sessions in practicum were held from 9 - 12 and 1 - 3. Parents were given practical assignments within the school program. The first four weeks

comprised guided observation for the trainees who had been assigned two children with whom to serve as a partner. An hour and a half of the morning session was spent in observing the pupils and keeping a record of their behavior; the remainder of the time was spent in seminars where ideas were shared, films shown, and curriculum areas of the elementary program explained. The last four weeks of the Practicum was spent in supervised participation.

The Open Education Lab provided the children with the opportunity to make their own choices of assignments and work in partnership with a parent. The main focus of the lab was varied experiences in mathematics and reading. Students were given group activities as well as sessions of individualized tutorial assistance.

During the Curriculum Development Workshop parents were given the opportunity to listen to consultants in specialized areas and to share experiences. Curriculum planning, and the construction of materials for teaching was a very vital part of the workshop.

Evaluation Plan:

An on-going evaluation included all trainees. The focus of the evaluation was the extent to which individualized parent-pupil educational relationships resulted in measurable academic pupil gains. Appropriate tests were administered and analyzed, records of student's progress were kept, and an Observation Record Book was used so that pre and post behaviors could be compared.

The external evaluation services were performed by a contracted consultant. The over-all goal was the documenting of innovative ideas, materials and methods that were developed during the workshop. Video tapes were made of the trainee workshops in reading and mathematics. Questionnaires (Pre and Post) were administered to the trainees for comparative analysis. Observations of classroom techniques (trainees) were made and findings recorded. Student's reactions to the program through letters to teachers were documented.

Results:

Progress of students was evident. Teacher ratings of students' progress attributed much of the change to the Parent-Partners. Parents commented on the positive change in their children both academically and social-wise. Teacher rating of parents' service to the total school program was high. It was also evident that parents who participated in the program showed a greater awareness of themselves and their relationship to the school and the community than had been shown before. Attendance at the culminating program activities could but leave one with the feeling that the program had a great impact on the school and the community.

Comments:

The evaluator highly endorsed the program and recommended that it be continued. Further recommendations were made to enrich and improve the program. (see Final Report)

FINAL EVALUATION REPORT

of the

PARENT-PARTNER TRAINEESHIP

at the

AITON ELEMENTARY SCHOOL

Prepared by:

Educational Improvement Services, Inc.

June 15, 1972

FINAL EVALUATION OF THE PARENT-PARTNER TRAINEESHIP AT THE AITON ELEMENTARY SCHOOL

Operation of the Parent-Partner Traineeship at the Aiton Elementary School differed in its central focus during the second half of the evaluative period from that reported in the first half. Curriculum became its main activity in workshops, group discussions and in individual parent activities and production. Meanwhile its regular program of helping to improve pupil achievement continued. That program consisted of individual and small group laboratory work with pupils referred by teachers because of problems in reading and mathematics, classroom assistance to teachers and sponsorship of special features to enrich the school curriculum. Monitoring of the Comtutor experimental classes in reading was made possible through a rotating schedule of the parent-partners.

The over-all goal was that of documenting the innovative ideas, materials and methods, developed during the traineeship, to improve pupil achievement. This is a practical way of inducing replication of pupil-tested supports that had proved effective in actual use for stimulating pupil progress in reading, mathematics and related skills. These latter, like art, nutrition (cooking), sewing and music, applied reading and mathematics were reinforced in these voluntary pupil projects.

One dimension initiated by the Evaluating Agency and enthusiastically implemented by the Project Director was the video-taping of the trainee workshops conducted by specialists in reading, mathematics and curriculum development. Cooperation extended by the D. C. Public Schools' Media Center resulted in the compilation of the workshops into a brief documentary film. This too was used for learning purposes of: (1) trainee recall and review of skills, (2) orientation of the Aiton community about the project, and (3) as an objective check on notes made by the evaluation observers. A further use to which this documentary film can be put is for portraying to other schools how partners can contribute to pupil adjustment and academic achievement.

Viewed as an entity, the Aiton School Parent-Partner Traineeship qualifies as one type of thrust as described in Superintendent Hugh Scott's Report to the Board of Education, May 4, 1971. Here he states that to bring the Academic Achievement Design into reality will require "more effective teaching procedures, curricular guidelines, innovative instructional materials and media and facilitating administrative support." All of these elements were present in the Parent-Partner Traineeship program. This project should be continued at the current level of financing to insure the continuity of a full school year's impact as a logical period for evaluating pupil learning outcomes, to present a full model that may be replicated by other elementary schools

which, in more favorable economic communities, might be on a volunteer rather than stipend basis, to note its influence on an elementary school's curriculum, and to obtain objective data on pupil achievement from the beginning to the end of the new semester.

Much that was learned from the five months of operational experience during the portion of this year that the Parent-Partner Traineeship was conducted will serve to refine and strengthen the project during the next semester. This opportunity especially is applicable to the recruiting and orientation of trainees which could be tried on an individual attendance contract basis, and (2) in more effective planning for and implementation of traineeship activities to involve fathers. These two facets of the program can be developed fully and can add great value not only to the project but also to the school community. If the Aiton Parent-Partner Traineeship is to become a model for replication its format and general financing should remain the same. In any replication the economic level of the parents should be the influencing factor in construction of the budget.

COMPARATIVE DATA

Workshops

Trainee questionnaire responses to the mathematics workshop in late March stated that the most skills they had gained were in how to construct games and other devices for helping pupils. They also said that they had acquired clearer mathematical concepts for themselves which they, in turn, could use to assist the pupils whom they tutored. Half of the parent-partners expressed a desire to learn more about mathematics. Almost one-third want to know some additional ways in which to asist pupils with mathematics.

There was practically perfect attendance at the two-day Curriculum Workshops in May. Twenty-two trainee evaluations of the Curriculum Writing section gave top opinion ratings to these values:

Item	Rating
Workshop served purpose for which it was designed	21
Helpful information gained	20
Workshop sessions were necessary	21
Met my own needs	19
Group participation good	18
Group interest evident	17
My own participation active	16

Only one trainee thought this Workshop unnecessary. Four found the two-day presentation "fairly useful." An opinion range of ratings of from one to six judged their workshop experience as "rewarding."

Of the several questionnaires during the last three months of the Traineeship Program, one introduced a new type of comparison. The parents were asked these two questions:

1. How did you feel about school before you became a parent partner

   and

2. How do you feel about school now?

These questions were worded open-endedly to provide freedom in response and self-examination in reflecting on any changes and the reasons. Here are the first ten unselected samples:

Before	After
I felt that the school needed more help with the children as teachers had too many (pupils) to give individual instruction.	I feel that the parents were a great help to the teachers and pupils and that I got to know about the school my children attend.
I had done volunteer work in school before and liked it.	The Parent-Partner Traineeship has taught me how to handle children better and understand their ways and actions.
I thought the school was nice until I learned more about it.	The school is OK but some teachers are not fair with children.
I felt there was a need for a program like Parent-Partners.	I feel that the Parent-Partner has helped the school.
I didn't know much about the school but felt there should be some change.	Since I have been involved, I really like it more.
I have always loved working with children and teachers, sometimes in the classroom.	Parent-Partners can help the school know more "togetherness" in supervising the children and teaching them discipline.
The teachers and children need to become closer to parents.	I feel now that parents and teachers understand one another better.
I felt nothing about school.	School has improved much better.
I was a little in awe of the school and personnel and thought that everything that could be done for the children wasn't being done.	I have changed my mind. I have confidence in the school and its staff and the effect they have on the children. I have grown to feel like a part of this big family.

Before	After
Before I started I thought that the children were doing very well in school because mine were.	Since then I have found that there are a lot of slow-learning children who need a whole lot of help from their parents.

The remainder of the "Before" answers continued to evidence either no knowledge about the school or some awareness of its needs without ability to help. All of the "After" answers show real involvement and hope that teachers, pupils and parents together can affect positive change. One parent said that she was able to explain this to other people in the community. From these free responses of parents a faint important assumption can be drawn. This is that many parents living in low economic neighborhoods know little about the neighborhood school, have an impression that the school needs help and are willing to help if the school makes it possible for them to have a role. Once involved in a role they feel part of the "big family" which bridges the gap between home and school. If that effect can be obtained it should open the way for measurable results in pupil learning.

The Interim Evaluation report of the Parent-Partner Traineeship contains a table on page 4 that cites current teacher comments about the parent trainees assigned to assist them. A similar procedure was followed just before the close of school for summer vacation. The following table shows appraisals in March and three months later in June.

Commentary

Item	High Degree March	High Degree June	Average Degree March	Average Degree June	Limited Degree March-June
1. Seems to like the children	13	17	0		0
2. Speaks in a kindly voice	12	17	1	0	0
3. Interaction with children	11	15	3	2	0
4. Sensitive to children's needs	8	15	6	2	0
5. Holds individual conversations	10	13	4	4	0
6. Fosters small group activities	7	9	7	8	0
7. Provides individual instruction	11	11	3	6	0
8. Works in team relationship with the teacher	12	10	12	9	0

A further comparison can be made by looking at changes in pupils, during that same three month period, as cited by their teachers.

Item	High Degree March	High Degree June	Avg. Degree March	Avg. Degree June	Ltd. Degree March	Ltd. Degree June	% Difference High Degree in June
More positive self concept	3	12	9	5	2	0	75%
Feeling of being successful in something	3	12	10	5	1	0	75%
Improved attitude toward authority	1	10	7	7	2	0	90%
Improved social behavior	3	11	7	5	3	1	73%
More respect for care of property	0	5	12	10	1	2	100%
Greater group acceptance	4	6	7	10	2	1	33%
Increased school attendance	1	6	8	8	4	3	83%
Academic progress in reading	3	9	7	8	3	3	66%

The teachers' ratings of pupils' progress attributed by them to the Parent-Partner Program of tutoring and individual laboratory work as well as Comtutor monitoring shows obvious gains in most categories listed. There is an impressive picture both in reading acheivement and social adjustment.

It is to be remarked that teachers rated a parent's service as of "limited degree" in only two categories. This makes the majority value twice as evident. Either the selection of parents was excellent or their training highly successful or both.

Percentagewise the differences shown between March and June in the "High Degree" category delineate progress in all areas except two, as judged by teachers. This may be seen in the following figures:

High Degree Category Percentage

Item	March	June	% Difference
1	100	100	0
2	86	100	14
3	79	2	-97
4	57	92	39
5	71	80	11
6	50	54	7
7	0	70	100
8	86	65	-36

The Director accounts for the minus (-) items by explaining that most of the trainees' work was done in the laboratory center since they were developing curriculum. This lessened the need for team planning and individual instruction. Also three additional parents were assigned to assist in the classrooms during the period from March through June.

Another set of interesting reactions is contained in the letters of third and fourth grade pupils at Aiton which they wrote to the parents during the last week of the school year. The following ones are quoted as truly representativ_ of the twenty such letters received:

Dear Mrs. D

We would like for you to come next year. I think you are a sweet parent. Thank you for helping me with my words. Mrs. D have a nice summer.

Your student,
T

Dear Mrs. M

I like you, Mrs. M I could not have done it by myself. Now I am doing good. I have a nice helper. She helps me every day.

Your student,
A C

Dear Parent Partners,

Thank you for giving us all of this help. That is very nice of you. Please come next year. Some people ...l need help. I hope you ha... a good time.

Your friend,
V

Dear Mrs. H

We have enjoyed working with you. You have been a wonderful parent partner. You have been so sweet to us. I hope to see you next year.

By A

Dear Parent Partners,

My name is V and I am in Mr. J's room. At this time I would like to thank all the Parent Partners for my class and on behalf of Aiton School. Again, we thank you for a job well done.

Your student, V

Any new program that involves pupils in academic discipline, especially if they are slow learners or need remedial help, so that they enjoy the discipline, is an educational miracle. Whenever a parent and a teacher can together assist a child to improve his academic achievement and the child reacts by saying, "This is wonderful", then it surely must be. Yes, this is part of the appraisal for it requires both a cognitive and an affective input for a child to learn happily and to adjust socially at school and at home.

RECOMMENDATIONS

1. The Parent-Partner Traineeship at Aiton Elementary School should continue to be funded for another full semester without change in structure or budget especially as allocated for stipends.

2. Replication of this project should be encouraged by interested schools in neighborhoods where the economic level of the parents makes it possible to recruit trainees as volunteers.

3. School system publicity should be given to the successful relationship between parents and teachers that evolved through the project experience at Aiton.

4. Orientation of parents should receive greater emphasis at the beginning of the traineeship with some extension in time, particularly for child development.

5. Specific planning and promotion of a "capsule" training program for fathers of the pupils in the project should be given high priority.

6. Every effort by the Personnel Department should be made to staff this program with secretarial help at the beginning of the project period.

7. In order that objective measurements may be available to take the place of opinion ratings, as the one form of comparison, evaluation services should be contracted to run concurrently with the traineeship program from its initiation to its close.

PART VI

Training Center for Open Space Schools
Cycle IV

Report prepared by:

Leopold O. Walder, Ph.D.

Project Summary

Title:	The Training Center for Open Space Schools - Cycle IV
Group Served:	Teachers and Students
Project Location:	Langdon and Webb Elementary Schools (June 26 - July 28, 1972)
Title III Funds Allocated:	$100,000
Number of Children Served and Participating Teachers:	Approximately 345 children, 39 teachers, two principals; others involved: 10 volunteer aides; 2 paid student aides

Background and Rationale:

The D. C. Public Schools have been developing an increasing capability in open space education. Since February 1971 there have been four training programs, each program built upon the preceding programs as well as realistic experience in open space education gained during the regular school year.

Project Objective-General:

. Planning the use of open space with flexible interiors and assessing the effect this will have on staff and students.

. Producing a cadre of knowledgeable, sophisticated staff for open space schools.

. Creating and integrating new uses for all school personnel and community volunteers.

. Developing sound frames of reference about open-space schools with staff, students, parents, and architects in order to encourage or modify curriculum development and to stimulate new designs in school buildings.

. Developing and adapting curricula for open-space schools.

Specific Objectives:

The focus of the training program was on realizing the objectives prescribed for the teachers. At the end of the training period, all teachers should be able to organize, operate, and evaluate an open space to promote:

. Responsiveness to each child's worth.

. Responsibility of all for each child's growth.

In order to realize these major objectives, each teacher must be able to perform these behavioral objectives after the training program:

- To plan as a member of a team.
- To manage student learning.
- To teach developmental skills to individuals and small groups.
- To adapt and develop new curriculum.
- To manage resources.
- To facilitate student activities.

Project Methodology:

This Cycle marks the fourth session in a series of Cycles for training teachers in the open space concept. Each Cycle has included a cadre of teachers from the District of Columbia, students on a full time basis, volunteers and paid student aides. The organization at the two schools--Langdon Elementary and Webb Elementary, were the same except for minor changes made to meet specific needs of each school. Teachers and children were divided into groups (families). Prior to and during the Cycle, planning was done with the participating teachers. The focus, (with whatever changes seem necessary from previous experience and/or input from the teachers) was on the following: Identifying problems, locating and identifying resources and materials, assessing space usage, decision making concerning objectives, program design in different subject matters, evaluations and problem solving.

During the session consultants in specialized fields were brought in, slides, film, video tapes and audiotapes and other aids deemed necessary were utilized.

Evaluation Plan

The on-going evaluation was a responsibility of the Center staff. At regular intervals the program objectives, teaching techniques, and flexibility in the use of space were evaluated. The staffs were encouraged to be candid in their criticisms of all phases of the programs. Questionnaires, opinionnaires, and record keeping (including children's records) were very pertinent to the on-going program as well as to other training sessions that may follow.

The evaluation plan included an outside consultant. The Departments of Research and Evaluation contracted for a consultant with expertise to evaluate the training Cycle. The objective: To evaluate the Summer Cycle IV (June 26 to July 28, 1972) to answer the question, "Did Training Cycle IV accomplish what the training center staff set out to accomplish?"

Method used: Documents read, questionnaires administered, interviews held, both formal and informal, and direct observations made.

Results:

Training Cycle IV at both Langdon and Webb Elementary Schools held

during the summer of 1972 met the stated objectives. Once again there was clear evidence that training programs which are devised and carried out by knowledgeable and experienced personnel in at least a semi-realistic setting provide participants with useful and satisfying ways of upgrading themselves and community educational programs.

Final Evaluation Report

ESEA Title III Project

Summer Cycle IV

The Training Center for Open Space Schools

at the Langdon and Webb

Elementary Schools

June 26 - July 28, 1972

Prepared by: Leopold O. Walder, Ph.D.

Abstract

An outside evaluation of the Summer Cycle of the Training Center for Open Space Schools at the Langdon and Webb Elementary Schools (June 26 through July 28, 1972) was conducted. Review of documents, formal and informal interviews, questionnaires, and direct observations were the main methods used to assess the correspondence between the objectives of the training cycle and its accomplishments. All the evidence pointed to the objectives having been achieved. Recommendations to continue most of the practices and to modify some are provided in this final evaluation report.

Purpose

To provide to the Assistant Superintendent for Research and Evaluation of the D.C. Public Schools an evaluation of the Summer Cycle IV (June 26 to July 28, 1972): The training center for open-space schools at the Langdon and Webb Elementary Schools of the D.C. Public Schools. The central issue of this evaluation is the question: "Did Training Cycle IV accomplish what the staff set out to accomplish?"

Depending on the answer to this question, one may raise questions regarding what specifically was accomplished, what was not, and why.

Background

The D.C. Public Schools have been developing an increasing capability in open education. The present training cycle is the fourth. Cycle I was held from February 16 to March 7, 1971 at Ketcham Elementary School; Cycle II was held from June 28 to July 30, 1971 at Weatherless Elementary School; Cycle III was held from January 10 to March 10, 1972 at Shaed; and Cycle IV, the training cycle described here, was held from June 26 to July 28, 1972 at Langdon Elementary School and Webb Elementary School.

Each training program has been built upon the experience gained from preceding training programs. The experience in training for open education gained in each cycle contributed to the subsequent cycles. Thus each evaluation, being one "definition of the reality" of the training program which it attempted to evaluate, had the potential of influencing future cycles.

Additionally, each training program was built upon an increasing store of realistic experience in open education gained by D.C. Public School personnel during the regular school year. Some of the training cycles (I and III, especially) combined "contrived" training with "real life" educational activities under the ordinary pressures available in the regular school year.

From the earlier cycles, a number of ideas appear to filter through. A sampling of them might be as follows:

A realistic training program is preferable. Setting up and operating an open space education program with real students in a realistic setting seems to be what the teacher trainees prefer and what seems to lead to sound educational practice after the training period is over.

Teacher trainers with real experience are important. Teacher trainees seem to appreciate and profit from being trained by teacher trainers who themselves have had realistic experience setting up and operating an open space education program.

Administrative support (e.g., from the principal) not only boosts the morale of the training cycle participants during the training cycle itself but also seems to give to the program a type of welcome to the school which leads to a better open space educational program after the end of the training cycle.

Evaluation Design

The design included the development of hypotheses to be tested, the selection of the variables to be measured, determining the quality of measurement, locating the sources of relevant data, processing of these data to obtain findings, and presenting the findings, conclusions, and recommendations relevant to the evaluation, to the training cycle, and to open space education.

The basis for the development of hypotheses to be tested and the selection of variables to be measured came from several sources. One major source was the Program Description of Summer Cycle IV provided to this evaluator by D.C. Public Schools. (This Program Description is appended as Attachment No. 1.) Throughout this Program Description (and especially in the Objectives section) were clues as to what hypotheses should be tested (and therefore what variables should be selected). Another major source of hypotheses to be tested and related variables to be measured came from discussions with the Supervising Director of Training Center for Open Space Schools (TCOSS) and the Educational Research and Planning Associate of TCOSS. Other sources of hypotheses and variables came from suggestions available to the evaluator from his readings about, discussions concerning, and observations of open space programs.

The first three hypotheses to be tested are paraphrases of the three primary objectives in the Program Description of Summer Cycle IV. They are:

1. In the course of Summer Cycle IV teachers (trainees) and administrators will be changed in their knowledge of concepts of teaching and learning which are supported by an open space setting. (Footnote: Because of the small number of administrators involved it did not seem useful to study their behaviors in this evaluation. It should be noted that all evidence available to this investigator pointed to the fact that they showed great interest in this program and gave it their support.)

2. In the course of Summer Cycle IV teachers (trainees) will be provided with practice in the skills necessary to respond to a full range of group and individual student needs.

3. In the course of Summer Cycle IV teachers (trainees) will plan and practice procedures for operating an effective open-space program.

The remaining hypothesis is that the program will, in essence, correspond to the Program Description which was written before the start of the program. This correspondence between plan and action has to be assessed with some anticipation of "slippage" since the plan was written without the help of all the participants and a dictum of open space education is that all participants will have some input into the program of which they are a part. With this proviso the last hypothesis is as follows:

4. Summer Cycle IV will, in essence, correspond to the Program Description (appended as Attachment No. 1).

The variables to be assessed were:

1. Changes in the teachers (trainees) in knowledge of concepts of teaching and learning which are supported by an open space setting,

2. provision to the teachers (trainees) of practice in the skills necessary to respond to a full range of group and individual students needs,

3. the teachers (trainees) planning and practicing procedures for operating an effective open space program, and

4. everyone participating in planning the open space education program and adjusting elements of the training with respect to:

   a) skills training (diagnosing, prescribing, developing curriculum, etc.)
   b) grouping, and
   c) scheduling

These variables were assessed by reading documents made available to the evaluator, by questioning participants in individual interview and by group-administered paper-and-pencil questionnaire, and by observing participants in their dealing with the physical space, furniture, equipment, materials, and other participants. The participants who are most central to the evaluation of this training program are the teachers being trained in this cycle. These are here referred to as teacher trainees. They may be "mother of a family" or a teacher aide. Another group of important but less central participants is the training staff. The training staff is made up of teacher trainers, coordinators, specialty teachers, etc. A third group of great general importance is even less central to this study. This group is the children for whom the total educational program and special training programs as Cycle IV are built. They serve as one (but only one) index to the quality of the training cycle.

Evaluation Methods

Several types of methods were used: (1) documents were read; (2) some of the participants were questioned by means of formal and informal individual interview and some by means of group-administered paper-and-pencil questionnaire; and (3) observations were made of participants interacting with space, furniture, equipment, materials and each other.

Participants included primarily teacher trainees and training staff. Other important participants were administrators, children (students) and visitors.

It was possible to obtain data for this evaluation in two different locations since two coordinated and often parallel training programs were being conducted under the same general guidelines. These two programs (at Langdon and at Webb) were intended to be different in that they were designed and implemented by different people in two different elementary schools. The fact that two cooperating programs occurred at the same time provided an excellent opportunity for an important type of replication study. This evaluator had had about

equal previous interactions with the administrators and some of the personnel in these two schools. This tends, in my judgment, to equalize an important aspect of the measuring process.

Each center (Langdon and Webb) developed variations on the overall training schedule as experience dictated. Experience was based upon requests of the teacher trainees and needs of the children (students). Thus the first 3.5 pages of the Training Schedule (Attachments No. 4 and No. 5) were the same for both centers with the remaining (about 4) pages of one center being only similar to those of the other center. It was discovered that the teacher trainees were enrolled in a 4-credit graduate course in education at D.C. Teachers College based upon the syllabus for this summer workshop. Each teacher trainee earned a $75 per week stipend. Each paid the $40 tuition to D.C. Teachers College unless they work with a student teacher.

The program was developed when the principals of these two schools requested training for open space teachers. The TCOSS administrators met with the principals to work up the program. All teachers (trainees) and teacher trainers had volunteered to participate after they had been informed of the opportunity.

Findings

Basic description of program at Webb

At Webb there were five intermediate level family teams each with three to four teacher trainees. Each team had as its leader (family mother) a teacher trainee who in the Fall would carry out the same function at that school. The other two or three team members were scheduled to be assigned to open space programs in other schools (e.g., Shaed, Weatherless or Ketcham) or to self contained classrooms in Webb or in other schools (e.g., Beers, Monroe, Shaed, and Whittier).

There were also four instructional teams at the intermediate level: reading, math, science, and art. Each team was composed of four people. Fifteen of the sixteen instructional team members were members of the family teams, the sixteenth (in the science instructional team) was on the staff as a teacher trainer specializing in science. There were two other teacher trainers. One was coordinator of the Webb Open Space Team II (intermediate) and expected to be there in the Fall; the other was coordinator of Webb Open Space Team I (primary) but she expected to return to Weatherless Open Space in the Fall.

In the intermediate open space program upstairs the participants were about 50 students who had registered for the summer program and 23 teacher trainees and teacher trainers (staff).

In observing on Tuesday July 18, 1972 I found about 30 children with about 6 adults. I saw the opening exercises which included not only teacher decisions but also student decisions as to the procedures and the termination of this part of the day.

In the home space of each of the five families was posted the results of diagnostic testing of the children. The diagnostic testing dealt with 52 arithmetic skills grouped into 11 content areas and with 11 language arts skills grouped into 4 content areas. Learning centers contained stations with tasks appropriate to these skills. The science and art learning centers were located elsewhere on the upstairs floor. In addition to these centers devoted to the four major content areas (math, language, science and art) each of the families had special interest centers (e.g., Black, music, creativity, neighborhood, store, etc.)

Children in small groups, with and without a teacher, and children alone worked industriously and happily on tasks at the various stations. I noticed that the teachers were positive with the children. Only once did I hear a teacher compare a student negatively with another -- and it was quite mild. The teacher said to one of two children working close to each other, "You didn't work as fast as he did." The stations were varied, imaginative, and very appropriate to the children's abilities and interests. The only problem I could detect was that the tasks were not clearly related to the diagnostic test scores. In some ways the learning tasks seemed to define a better population of skills than did the diagnostic tests. (It became obvious to this observer that, while the diagnostic tests, built and selected to measure AAP skills, were of great interest to the staff, the tasks at the learning stations were more lovingly and painstakingly built. The learning station tasks were developed by the teachers as part of their projects. I observed in the final days of Summer Cycle IV when they presented the projects the teachers' great involvement with and commitment to preparing excellent instructional materials for the learning stations.)

The staff, trainees, and students all seemed very relaxed but also enthusiastic.

Downstairs at Webb was the preschool Team I. Here the kindergarten and the prekindergarten Open Space program was being readied for the Fall. A large bulletin board told "What's going on":

Pre Kindergarten and Kindergarten Daily Plan

8:45	-	9:30	Work play period
9:30	-	9:50	Opening in large group Meeting in family groups for station assignments
9:50	-	10:15	Learning centers Language arts Math Science Art Listening
10:15	-	10:30	Rest period
10:30	-	10:45	Snack
10:45	-	11:20	Outdoor supervised play
11:20	-	11:50	Learning centers Language arts Math Science Art
11:50	-	12:15	Family groups Story hour, appreciation, etc. Evaluation of the day Dismissed

The bulletin board also told at which Learning Centers the staff was during the two learning center times (9:50 - 10:15 and 11:20 - 11:50). As was the case for Team II upstairs the learning centers contained materials which showed lots of care and interest in their development. The children in Team I being younger were not expected to work without teacher help as much as were the intermediate level children upstairs in Team II.

In order to look into prescribing and indexing activities this observer watched and interviewed teacher trainees and staff. He also looked at the materials and filing system which were being developed and had been developed.

The tasks were indexed by means of index cards such as:

Major area_____
Skill_____
_____
Activity description_____
_____
_____
Level_____
How many students_____
Location number_____
Independent_____Teacher led_____
Student led_____

Each station was indexed as it was completed. The Major Area, skill, and level designations on the index card were designed to relate to the AAP systems. As stated above, the tasks seemed more adequate than the AAP system.

Basic description of program at Langdon

At Langdon there were four family teams (two primary and two intermediate level) each with five to six teacher trainees. Each team made of several families had as its leader (family mother) teacher trainees who in the Fall would carry out the same function at that school. The other family members were scheduled as at Webb to be assigned to open space programs in other schools (or to self-contained programs in Langdon or in other schools).

There were also five instructional teams at the intermediate level: reading, instructional media center (IMC), math, science, and art. The instructional media center contained books, record player, tape recorder, overhead projector, listening center, TV, and filmstrip projector. The first four teams were each composed of five people; the fifth team was composed of three people. As at Webb there was a large overlap between the members of the family teams and the instructional teams. Also as with Webb some of the instructional team members were training staff personnel with responsibility for a specific subject matter area (e.g., art). There were two other teacher trainers. One was coordinator of the Langdon Open Space intermediate level teams who was expected to return to Open Space in the Fall; the other was coordinator of the Langdon Open Space primary level teams and she was expected to be there at Langdon in the Fall.

In observing on Thursday July 20, 1972, I found the intermediate level children (levels 4, 5, and 6) at some table at 9:05 a.m. Opening exercises were conducted as at Webb with the students helping in making some of the decisions.

In the home spaces of the intermediate families were posted the results of diagnostic testing of the children. All learning centers except art were in the same large room which contained the home spaces of the intermediate family teams. The art learning center was located in another room nearby. As at Webb there were special interest centers.

According to the schedule posted the children, trainees, and staff were at their appointed places. The children worked, as at Webb, in small groups, with and without a teacher, and children alone worked industriously and happily on tasks at the various stations. Again there was less supervision of intermediate students than of primary students. The teachers were quite positive with the students. All seemed relaxed and enthusiastic.

The learning centers, again as at Webb, seemed more carefully built to be appropriate to the students than were the diagnostic tests.

In another large room at Langdon were the two primary family teams, each composed of four families. Bulletin boards told of the schedules of Team I, the Sea Gulls, and of Team II, the Sharks.

Interviews with staff and trainees at Langdon revealed that some students who had been problems in self-contained classrooms were not problems in open space. One boy, for example, who said in open space, "I'm having fun", had been the focus of negative comments in the self-contained classroom. Apparently there are a number of behaviors which are punished in self-contained classrooms that are not punished in open space.

Indexing was studied at Langdon by this observer. A filing system specified the various tasks in each of the content areas at the various levels. The typical organization of the tasks was provided by the learning stations which in turn were in the learning centers.

Each station had a variety of related tasks; for example, one station in the Team I math center had the following eight tasks:

M1 Matching pairs
M2 Matched pictures
M3 Boning up - matching blocks
M4 Count numbers
M5 Making a long doggie
M6 Matching cones
M7 Which one? - comparison ordinals
M8 Dominoes

I observed teachers filling out Student Prescription Forms based upon students' needs, these needs being determined by diagnostic test scores and by teacher observations. A facsimile of a student prescription form follows:

STUDENT PRESCRIPTION FORM

A prescription for _____ Date _____
Teacher_____

1. Academic skills (based on testing and observation)
   Strengths Date Initials Weaknesses Date Initials

2. Content that is of special interest to him (based on observation and background)
3. Materials and activities he prefers
4. Special features of his schedule daily
5. Special peer or teacher support needed
6. Emotional needs
7. Other

The formal and informal interviews I conducted with a variety of participants showed that the program had a number of good features. The teacher trainees were uniformly positive in their overall acceptance of and appreciation for the program. The program contained what they had hoped for (e.g., how to set up stations, and how to work as a team, how to schedule). Unexpected benefits were also mentioned such as being more open, being able to share more, being more lenient on the children with fewer restrictions (and getting better behaviors from the children), being able to follow a child and his needs (instead of a curriculum guide). Some criticisms were that having fewer than the usual number of students and for only half a day made the program less realistic. (My view is that this was a wise decision to have some students -- as many as could be recruited -- for some of the time while the participants, the materials, the space, etc. were being developed. One of the outstanding aspects of this program was that more than just the teacher trainers were being developed, the total open space educational program in a school was being launched.)

In all interviews the respondent was asked about the interview itself. In each case she either added material, changed the emphasis of some of her statements, or (usually) said the interview was balanced. The major item that respondents added was team involvement, team functioning, human relations. Emphasis was also placed on scheduling. Some participants wanted more of the same kind of training (or follow-up) into the Fall as well as wanting more specialized courses.

Conclusions

We are now ready to present evidence relevant to the four hypotheses raised in Section IV above.

Hypothesis 1 stated that "In the course of Summer Cycle IV teachers (trainees) will be changed in their knowledge of concepts of teaching and learning which are supported by an open space setting".

The evidence available suggests that the teacher trainees were changed in their knowledge of concepts of teaching and learning which are supported by an open space setting.

To test hypothesis 1 we examined the responses to question 7 of the questionnaire (Attachment No. 3) and then the responses to question 14 of the interview (Attachment No. 2). Question 7 of the questionnaire ("What changes in attitude, knowledge, skill, belief, or behavior have you observed in yourself or others during Cycle IV so far?") was an open ended question group-administered to all participants on the last day of the training cycle. No names were written by the respondents on the questionnaire.

The responses of the teacher trainees of each training center were classified by the evaluator as follows:

Concepts changed	Center A (Langdon) n=20	Center B (Webb) n=19	Total n-39
Team work	9	9	18
Scheduling	8	2	10
Making stations	4	4	8
Individualize	1	3	4
Openness of self or others	4	0	4
Prescribing	1	1	2
General or unclassified	15	10	25
Total of responses above	42	29	71

Hypotheses 2 stated that "In the course of Summer Cycle IV teachers (trainees) will be provided with practice in the skills necessary to respond to a full range of group and individual student needs.

Direct observation yielded evidence (described above) that the teacher trainees were in fact provided with these skills. The total structure of Cycle IV was so designed and carried out. The supervisors were described as being very knowledgeable and helpful, the team structure of the staff facilitated exchange of relevant information, the

seminars presented specific skills, and the structure of the day allowed for opportunities to acquire and practice these skills.

In addition the responses of trainees and of staff overwhelmingly indicated hypothesis 2 was supported. The open recruiting of students, some more bright than others, some with more problems than others, and the grouping of these students into families and the families into teams provided the opportunities to experience a broad range of individual and group needs of students. It was clear that the trainees and staff were very responsive to the needs as expressed by the students.

Hypothesis 3 stated that "In the course of Summer Cycle IV teachers (trainees) will plan and practice procedures for operating an effective open-space program." This hypothesis was obviously supported. As stated above the structure of the program allowed for both formal and informal feedback from all participants. Thus the training staff sought and received the evaluation of the trainees each and every day. These evaluations were supported in that a fair percentage of them resulted in modifications of the program. (This, as will be noted below, has relevance to hypothesis 4.)

Another aspect of this summer program was that the teacher trainees as part of Cycle IV were enrolled in a course offered by D.C. Teachers College and taught by the two architects of this cycle, the Supervising Director and the Educational Research And Planning Associate. One requirement of the course was the completion of projects relevant to open-space education. (See the last page of Attachments 4 and 5.) Thus each trainee built a formal part of the open-space program. This is over and above the day to day building and operating of the program.

Finally it should be noted that the participants were well aware of the fact that each of these two elementary schools were going to operate this Fall a "real-live" open space education program. This provided a seriousness of purpose not available in contrived-only courses. What they were building in Summer Cycle IV was more than a grade on their academic transcript, they were building and operating an educational program for a community and its youngsters.

Hypothese 4 stated that "Summer Cycle IV will, in essence, correspond to the Program Description (appended as Attachment No. 1)."

The Training Schedules of the Langdon and the Webb centers (Attachments 4 and 5) clearly parallel the Program Description. In addition this observer found a large amount of consistency among (1) the Program Description, (2) the two Training Schedules, and (3) his observations of the programs at Langdon and at Webb.

The inconsistencies which were introduced are in the spirit of open space education in that the participants are supposed to have input into the program of which they are a part. As described above, this took place.

In summary Training Cycle IV at Langdon and Webb Elementary Schools held during the Summer of 1972 met the objectives set for it. There was once again clear evidence that training programs devised and carried out by knowledgeable and experienced personnel in at least a semi-realistic setting provide the participants with useful and satisfying ways of upgrading themselves and also upgrading community educational programs.

Recommendations

On the basis of the evaluation of this training cycle the following recommendations are offered:

1. The training centers for open space education should continue to use as training staff, personnel who themselves have first hand experience in open space education. (This should be useful to the training staff also.)

2. Training centers should continue being located in community schools and should continue using real students (albeit it a reduced number during the training cycle).

3. Training centers should continue involving the participants at all levels in planning open space programs and adjusting elements of the programs.

4. Training cycles should try having the students arrive for diagnostic testing, giving the children a 2 or 3 day vacation while the staff score the tests and develop prescriptions for the children, and then having the youngsters return.

5. Evaluation plans for each Training Cycle should be developed before the cycle starts so that both <u>before</u> and <u>after</u> measures could be collected. This would also permit scheduling of evaluation activities.

6. Teachers of self-contained classrooms should continue to be offered opportunities to try their hand at open-space education during training cycles such as Cycle IV.

Summary

An outside evaluation of the Summer Cycle of the Training Center for Open Space Schools at the Langdon and Webb Elementary Schools (June 26 through July 28, 1972) was conducted. The basic question asked was, "Did Training Cycle IV accomplish what the staff set out to accomplish?" The evaluation questions were four hypotheses derived from the Program Description of Summer Cycle IV which had been written before the start of the training cycle. Variables relevant to these hypotheses were selected for assessment. Review of documents, formal and informal interviews, questionnaires, and direct observations were the main methods used to assess the correspondence between the objectives of Training Cycle IV and its accomplishments.

Each hypothesis was considered in turn. The information from two different, albeit parallel and coordinated, training programs (at Langdon and at Webb Elementary Schools) provided an ideal replication study. Evidence from both schools pointed to the objectives having been achieved. Recommendations to continue most of the practices and to modify some are provided in this final evaluation report.

- -

Attachment No. 1

PROGRAM DESCRIPTION
SUMMER CYCLE IV
THE TRAINING CENTER FOR OPEN-SPACE SCHOOLS
AT THE
LANGDON AND WEBB
ELEMENTARY SCHOOLS
June 26 - July 28, 1972

The first week of the cycle will be devoted to orientation, refining concepts and the training calendar, organization of the facility, and demonstration in the use of learning materials and media.

The next four weeks will be spent developing an open-space program with 150 nongraded primary age children.

OBJECTIVES

The primary objectives of this training cycle are:

- To introduce teachers and administrators to concepts of teaching and learning which are supported by an open-space setting.
- To provide practice in the skills necessary to respond to a full range of group and individual student needs.
- To plan and practice procedures for operating an effective open-space program.

ORGANIZATION

Throughout the training period it is crucial that everyone participate in planning the open-space education program and in adjusting elements of training. However, this is only possible within an overall framework for skills training, grouping, scheduling, and procedures which will ensure that all facets of operating in open space are experienced as a whole and coherent process.

GROUPING

During the 4 weeks of training each participant will practice skills and responsibilities in two areas, as a member of two teams:

Instructional Team: Develops and adapts learning materials, instructs, observes, and evaluates the learning process in the open-space setting.

There will be members from each participating school on each instructional team.

Family Team: Diagnoses and prescribes for each child, develops the appropriate schedule, and social activities for each group of children.

Each participant will be a member of a family team with major responsibility to 15-20 children.

SEMINARS

All participants will meet together throughout the cycle with the training center staff and consultants.

The scope of training seminar activities includes:

- Presentation, discussions, and modification of procedures.
  - Organization of space and equipment
  - Indexing materials
  - Scheduling
  - Record keeping and evaluation of pupil progress
- Presentation and discussion of skills.
  - Diagnosing and prescribing
  - Curriculum development - (Learning stations and centers)
  - Management and behaviors in open space
    - Behavior Modification
    - Discipline
  - Developing the team process
- Evaluation
  - Training Cycle
  - Course requirements

SKILLS DEVELOPMENT

During the training program, teachers and adminstrators will be asked to concentrate on developing skills in five areas: diagnosing and prescribing; developing curriculum (adapting materials); scheduling; observing; reinforcing positive behaviors; and developing a team process.

Diagnosing

During planning seminars on diagnosis, teachers will investigate various processes for gathering information on students which will help them to individualize instruction. Since it is assumed that a teacher provides more relevant learning experiences for those children she knows well, teachers will gather information on the students' academic, social, and emotional strengths and weaknesses. They will administer tests, assemble student files, and practice observing student behavior to find out more about the child as an individual learner.

Prescribing

As teachers develop a clear picture of their students, they will begin prescriptive teaching. They will assign a student to the materials, equipment, location, activity, teacher, and peer group most appropriate to his needs. The teacher, herself, will behave prescriptively by responding to each child in a manner that reinforces that child.

Curriculum Development (Developing Learning Stations and Centers)

When teachers have determined what types of materials and activities the children require, they will begin to adapt available curriculum materials and to design new materials. If a programmed text, for example, moves too rapidly for a particular child, the teacher will add supplementary games or materials to the child's prescription. Teacher and students will work together to create, make and display the materials.

The basic "building block" will be the learning activity. This is a single skill and/or content oriented experience which the student accomplishes independently of the teacher, working alone or with a few others. The learning activities may be designed to teach a skill, apply a skill, or develop concepts in a content area.

Learning activities will be organized by teachers into learning centers, some of which stress subject matter such as Math or Science, while others focus on a special interest, such as space exploration.

Equal emphasis will be given to two aspects of curriculum development:

- Using/adapting existing materials, including new programs,
- Creating learning contexts that utilize raw materials, students' imagination, and neighborhood materials and situations with which the children are familiar.

Teachers will use technological media such as tape cassettes for adapting curriculum materials to an individualized approach. Also, as the training program proceeds, participants will be offered more options from which to choose program content. Individuals will be given time to develop materials that are particularly meaningful to their personal teaching styles.

Indexing

Teachers will also learn to index learning activities by skill area. This index will then be used as an important part of the prescriptive process.

Scheduling

As teachers begin to provide learning activities for individuals and/or small groups, they will utilize a variety of scheduling techniques to match space, personnel, and resources to the individual needs of students. Teachers will gain experience through scheduling activities which will enable them to provide all students with a greater number of choices, and more flexible learning patterns.

Management and Behaviors in Open Space

In order to assist teachers with "classroom" management, trainers will outline the theory behind behavior modification, emphasizing the identification of positive behaviors. Teachers will use a self-evaluation form as a personal guide to practicing positive reinforcement of students' appropriate behavior. Teachers will practice this skill in order to acquire consistency and to enable them to build a variety of positive responses with which they feel comfortable. Prior to practicing the skill, teachers will discuss the appropriate behaviors that should be reinforced. Positive behaviors between peers, both children and adults, in an open-space context will be emphasized.

Attachment No. 2

Leopold O. Walder
P.O. Box 186
Greenbelt, Md. 20770
July 1972

Questionnaire for evaluating D.C. Schools Summer Cycle IV (TCOSS)

1. Name:_____
2. How to reach you (mail and telephone):_____
   _____
   _____
3. I. 1971-1972 Assignment:_____
   II. Anticipated 1972-1973 Assignment:_____
4. Cycle IV (summer 1972 assignment: Circle one: Langdon Webb
5. Previous training and experience with open space concepts and practice:
6. How you came to be a participant in Cycle IV:
7. What you hoped and/or expected to gain by particpating in Cycle IV:
8. Please mention some of the open space concepts and practices in which you have become more knowledgeable and/or skilled (as a result of being part of Cycle IV):

9. How have you participated in planning the open space education program here?
10. How have you participated in adjusting elements of the training here?
11. What aspects of Cycle IV were, to your tastes or preferences, under-emphasized in the training and experience you have received?
12. What aspects of Cycle IV were, to your tastes or preferences, over-emphasized in the training and experience you have received?
13. AFTER Q11 and Q12 HAVE BEEN ANSWERED, ASK PARTICIPANT TO INSERT CHECKMARKS AS APPLIED TO YOUR EXPERIENCE SO FAR:

	Under-emphasized	Just right	Over-emphasized	Comments or examples
I. Grouping				
A. Instructional Team				
B. Family team				
II. Seminars				
III. Skills training or development				
A. Diagnosing				
B. Prescribing				
C. Curriculum development				
1. Developing learning activities, stations, and centers				
2. Teachers & students working together				
3. Using/adapting existing materials				
4. Creating new materials				
D. Indexing				
E. Scheduling				
F. Management and Behaviors in Open Space				
1. Theory behind behavior modification				
2. Identification of positive behaviors				
3. Discussion of positive behaviors				
a. behaviors between peers				
b. between children & adults				
G. Other (please specify)				
IV. IV. Other (please specify)				

14. What changes in attitude, knowledge, skill, belief, or behavior have you observed in yourself or others during Cycle IV so far?
15. What else would you like to tell me about this program, e.g., Realistic? Adequate materials? Helpful colleagues? etc.?

Attachment No. 3

Leopold O. Walder
P.O. Box 186
Greenbelt, Md. 20770

Dear Participant in D.C. Schools Cycle IV program:

Below are a few questions about your experience, observations, and suggestions regarding the Training Center for Open Space Schools (TCOSS) Cycle IV held in the Summer of 1972 at Langdon and Webb Elementary Schools. Please use this opportunity to give us feedback on this program. We are not asking that you identify yourself. Please feel free to write answers in addition to or instead of any of the response format provided by me.

1. Cycle IV (Summer 1972) assignment. Circle one: Langdon Webb
2. Previous assignment to Open Space? Yes ___ No___
3. Previous (before Summer 1972) training in Open Space? Yes___ No___
4. Anticipated assignment in Fall 1972 to Open Space? Yes___ No___
5. Did you participate in planning Cycle IV? In every respect _____
   Most of Cycle IV _____
   Some parts of Cycle IV ____
   None of Cycle IV _____
6. What of the following aspects of Cycle IV were underemphasized, over emphasized or emphasized the correct amount?

Aspects of Cycle IV	Under-emphasized	Just right	Over-emphasized	Comments or examples
I. Grouping				
A. Instructional team	_____	____	_____	_____
B. Family team	_____	____	_____	_____
C. Team work in general (human relations)	_____	____	_____	_____
II. Seminars	_____	____	_____	_____
III. Skills training or development				
A. Diagnosing	_____	____	_____	_____
B. Prescribing	_____	____	_____	_____
C. Curriculum development				
1. Developing learning activities, stations, and centers	_____	____	_____	_____

2. Teachers & students working together _____ _____ _____ _____
3. Using/adapting existing materials _____ _____ _____ _____
4. Creating new materials _____ _____ _____ _____

D. Indexing _____ _____ _____ _____
E. Scheduling _____ _____ _____ _____
F. Management and behaviors in Open Space
1. Theory behind behavior modification _____ _____ _____ _____
2. Identification of positive behaviors _____ _____ _____ _____
3. Discussion of positive behaviors
a. behaviors between peers _____ _____ _____ _____
b. between children and adults _____ _____ _____ _____

IV. Other (please specify) _____ _____ _____ _____

7. What changes in attitude, knowledge, skill, belief, or behavior have you observed in yourself or others during Cycle IV so far?
8. What else would you like to tell me about this program, e.g., Realistic? Adequate materials? Helpful colleagues? etc.?
9. What other experiences would help you in your development?
10. Are you a teacher being trained in Cycle IV? Yes___ No___

Attachment No. 4

TRAINING SCHEDULE
SUMMER CYCLE OF
THE TRAINING CENTER FOR
OPEN SPACE SCHOOLS
AT THE
LANGDON AND WEBB
ELEMENTARY SCHOOLS
June 26 - July 28, 1972

Marion M. Simons
Supervising Director, TCOSS

Hattie H. Davis
Educational Research and
Planning Associate, TCOSS

Training Schedule

Week 1: June 26 - June 30

Planning

Monday:

- Informal Introduction
- Registration for District of Columbia Teachers College Course Credit - 4 semester hours credit
- Pre-test - Questionnaire
- Morning Break
- Introduction to Concepts and Philosophy of Open Space
- Slide Presentation on Open Space
- Lunch
- Program Description
- Film: A Child Went Forth
  Discussion
- Course Requirements
- Tour of the Building

Tuesday:

- Discussion of Roles and Responsibilities
- Film: TCOSS
- Objectives for Teacher Training
- Discussion of Program Evaluation
- Lunch
- Field Trip

Wednesday:

Teachers will report to their respective Training Centers.

Seminar:

- Organization of Teams
- The Team Process
- Organization of Space, Resources and Equipment
- Lunch
- Organization of Space
- Training in the Use of Technological Media

Thursday:

Organization of Family Groups

Seminar: Human Relations Consultant -
Mr. J. Joseph McIntyre

Friday:

- Refine and Detail the Training Calendar
  - Plan for each week, opening program for student
  - Groupings, scheduling, seminars
  - Master scheduling procedures
- Evaluation of Week 1

Week 2: July 5 - 7 - LAUNCHING THE PROGRAM

Wednesday:

- Welcome Children
- Create Home Bases
- Establish Responsive Climate -
- Initial Observation of Pupils (Diagnosing)
- Lunch

Seminar: Diagnosing and Prescribing

- Overview
- Test Items
- Student Interest/Background Data
- Family Skills Profile
- Student Learning Styles Checklist
- Student Record Folder
- Tasks for Diagnosing and Prescribing
- Social/Emotional Behavior Checklist

Thursday:

- Family Team Activity
- Continue diagnosing and recording.
- Rotate students to centers for testing.
- Involve students in creating the learning environment (Special Interests Centers).

Lunch

Seminar: Scheduling: Overview

- Master Scheduling
- Family Schedule
- Student Schedule
- Tasks for Scheduling
- On-Going Scheduling Procedures

Friday:

- Family Team Activity
- Implement Scheduling Procedures
- Complete skills tests and profiles.
- Identify strengths and weaknesses for team planning of curriculum.
- Prepare student record folders

Lunch

- Team Planning
- Team Process
- Evaluation

Week 3: July 10 - 14

Monday:

Seminar: Behavior Modification
Consultant: Dr. Nicholas Long

Lunch

Management and Behaviors in Open Space
- Discipline
- Role Playing Situations
- Critical Incidents in Teaching

Langdon Center

Tuesday:
- Family Team and Instructional Team Activities Children

Lunch
- Seminar: Adapting Curriculum Learning Centers and Stations
  - Rationale
  - Types of stations and centers
  - Procedures for initiation of stations and centers

Wednesday:
- Family Team and Instructional Team Activities with Children
- Lunch
- Seminar: Individualizing Instruction
  - Writing prescription (Student Prescription Team)
  - Developing pupil profiles
  - Completing diagnosing
- Team Meetings: Planning Next Steps
  - Designing and making learning stations and centers

Thursday:
- Family Team and Instructional Team Activities
  - Scheduling pupils into interest centers (art/music)

Seminar: Human Relations Workshop
J. Joseph McIntyre
Farquhar Middle School, Consultant

Friday:
- Family Team and Instructional Team Activities
  - Scheduling pupils into centers

Lunch
- Seminar: Indexing and Record Keeping
- Team Meetings and Planning
  - Utilization of the team process procedures
  - Refine scheduling procedures
  - Developing and expanding new center activities

Week 4: July 17 - 21

Monday:
- Family Team and Instructional Team Activities with Children

Lunch

- Family Team Meetings
  - Scheduling for next day
  - Sharing information
  - Developing student profiles
  - Refining stations

Tuesday:

- Family Team Meetings
  - Evaluation of student's learning at centers and stations
  - Evaluation of team process
  - Scheduling for the next day
  - Planning for simulation activities by teams

Wednesday:

- Team Simulation of Family Team and Instructional Team Activities with Children
- Team II Observation of Learning Activities
  - Assuming new roles
  - Participating in varied activities

Lunch

Seminar: Discussion of Simulation Activities

- Family Group Activities
  - Developing pupil profiles and prescriptions
  - Planning and evaluation pupil progress for next steps
  - Scheduling students and teachers

Thursday:

Team III

- Simulation of Family Team and Instructional Team activities with children

Team II

- Team Observation and Evaluation of Learning Activities

Lunch

- Seminar: Group Reactions and Evaluation of Simulation Activities
  - Team meetings and planning
  - The team process
  - Plans for special activities for Friday morning with children

Friday:

- Family Team and Instructional Team Activities
- (Special closing day activities with children)
- Completion of all student records

Lunch

Seminar: Simulation Reactions

- Discussion and Evaluation of Family and Instructional Team Activities with children
- Organizing the Learning Environment
- Overview of Plans for Final Week Activities

Week 5: July 24 - July 28

Monday:

Seminar:

- Contingency Management
- Behaviors
- Movement in Space
- Scheduling Procedures

Lunch

- Team Meetings

Tuesday: Seminar

- Sharing Team Projects and Individual Reports
- Evaluation of Stations/Centers

Wednesday: Seminar

Training Center Evaluation

- Product Evaluation
  - Objectives
  - Individual response
- Post test
- Oral evaluation
- Recommendations
  - Lunch
  - Field Trip

Thursday:

- Learning Center Organization for the Fall
- Utilization of Media
- Film and Slide Viewing
- Team Planning

Friday:

Entire Group of Participants Meet to Share Experiences of the 5 weeks

Lunch

COURSE REQUIREMENTS

A. Submit 5 reactions to required readings on 5 x 8 cards

B. Team Project or Individual Project -

Suggestions:

1. Design an instrument that can be used for diagnosing pupil's needs and interests
2. Develop a model for parent involvement in open space
3. Design an instrument to be used in reporting pupil progress
   a. Checklist
   b. Conference
   c. Graphic Report

C. Contracts (Personal)

Original projects may be submitted.

Attachment No. 5

TRAINING SCHEDULE
SUMMER CYCLE OF
THE TRAINING CENTER FOR
OPEN SPACE SCHOOLS
AT THE
LANGDON AND WEBB
ELEMENTARY SCHOOLS
June 26 - July 28, 1972

Marion M. Simons
Supervising Director, TCOSS

Hattie H. Davis
Educational Research and
Planning Associate, TCOSS

Training Schedule

Week 1: June 26 - June 30

Planning

Monday:

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- Pre-test - Questionnaire
- Morning Break
- Introduction to Concepts and Philosophy of Open Space
- Slide Presentation on Open Space
- Lunch
- Program Description
- Film: A child Went Forth
  Discussion
- Course Requirements
- Tour of the Building

Tuesday:

- Discussion of Roles and Responsibilities
- Film: TCOSS
- Objectives for Teacher Training
- Discussion of Program Evaluation
- Lunch
- Field Trip

Wednesday:

Teachers will report to their respective Training Centers.

Seminar:

- Organization of Teams
- The Team Process

. Organization of Space, Resources and Equipment
. Lunch
. Organization of Space
. Training in the Use of Technological Media

Thursday:

Organization of Family Groups
Seminar: Human Relations Consultant - Mr.J.Joseph McIntyre

Friday:

. Refine and Detail the Training Calendar
  - Plan for each week, opening program for student
  - Groupings, scheduling, seminars
  - Master scheduling procedures
. Evaluation of Week 1

Week 2: July 3 - 7 - LAUNCHING THE PROGRAM

Wednesday:

. Welcome Children
. Create Home Bases
. Establish Responsive Climate -
. Initial Observation of Pupils (Diagnosing)
. Lunch

Seminar: Diagnosing and Prescribing

. Overview
. Test Items
. Student Interest/Background Data
. Family Skills Profile
. Student Learning Styles Checklist
. Student Record Folder
. Tasks for Diagnosing and Prescribing
. Social/Emotional Behavior Checklist

Thursday:

. Family Team Activity
. Continue diagnosing and recording.
. Rotate students to centers for testing.
. Involve students in creating the learning environment (Special Interests Centers).
  Lunch

Seminar: Scheduling: Overview

. Master Scheduling
. Family Schedule
. Student Schedule
. Tasks for Scheduling
. On-Going Scheduling Procedures

Friday:

. Family Team Activity
. Implement Scheduling Procedures

. Complete skills tests and profiles.
. Identify strengths and weaknesses for team planning of curriculum.
. Prepare student record folders
Lunch
. Team Planning
. Team Process
. Evaluation

Week 3: July 10 - 14

Monday:

Seminar: Behavior Modification
Consultant: Dr. Nicholas Long

Lunch

Management and Behaviors in Open Space
. Discipline
. Role Playing Situations
. Critical Incidents in Teaching

Webb Center (No Students Attending)

Tuesday: July 11
. Evaluation and Planning
. Family Team and Instructional Team Activities
- Writing prescriptions
- Completing diagnosis
- Discussion of pupils' needs

Lunch

Seminar: Curriculum Development - Learning Stations and Centers
- Rationale for stations/centers
- Types of stations/centers
- Procedures for initiation of stations/centers

Wednesday:
. Family Team and Instructional Team Activities
- Making stations/centers based on pupils' skills needs and interests
. reading
. mathematics
. science
- Organizing and locating stations in the Learning Center
. Evaluation and Planning
Lunch Hour

Seminar:
. Indexing and Filing
. Record Keeping

Thursday:

Team Planning

. Family Team and Instructional Team Activities
  - Creating learning stations/centers
  - Create a stimulating environment

Lunch

Seminar:

. Human Relations
  Consultant: Mr. J. Joseph McIntyre

Friday:

Seminar:

. Refine scheduling procedures.
. Review discipline and behaviors in open space.
. Continue developing learning stations/Centers.

Lunch

Family Team Meeting

The Team Process Evaluation

Week 4: July 17 - 21

Monday:

. Family Team Activities
. Instructional Team Activities
. Rotation of Pupils to Stations/Centers

Lunch

. Continuous Evaluation
. Team Planning
  - Diagnosing
  - Prescribing
  - Record Keeping
. Conferencing Techniques

Tuesday:

Team I Simulation

Experience - Responsibility for entire operation of open space

Seminar:

. Evaluation of Team I Simulation
. Team Planning
. Team Process

Wednesday:

Team II

Simulation Experience

Responsibility for Entire Operation of Open Space

Team I will be observer - participants (assume roles of parents, and volunteer workers).

Seminar:

. Evaluation of Team II Simulation
. Team Planning
. The Team Process

Thursday:
Team III
Simulation experience
Responsibility for Entire Operation of Open Space
Seminar:
- Evaluation of Morning
- Simulation of Team III

Lunch
- Team Planning
- The Team Process

Friday:
- Family Teams' Specific Activities
- Fun Day

Lunch
- Oral Evaluation of Experience with Students

House Keeping Procedures

Week 5: - July 24 - July 28
Monday:
Seminar:
- Contingency Management
- Behaviors
- Movement in Space
- Scheduling Procedures

Lunch
- Team Meetings

Tuesday: Seminar
- Sharing Team Projects and Individual Reports
- Evaluation of Stations/Centers

Wednesday: Seminar
Training Center Evaluation
- Product Evaluation
  - Objectives
  - Individual response
- Post test
- Oral evaluation
- Recommendations
  - Lunch
  - Field Trip

Thursday:
- Learning Center Organization for the Fall
- Utilization of Media
- Film and Slide Viewing
- Team Planning

Friday:

Entire Group of Participants Meet to Share Experiences of the 5 weeks
Lunch

COURSE REQUIREMENTS

A. Submit 5 reactions to required readings on 5 x 8 cards
B. Team Project or Individual Project -
   Suggestions:
   1. Design an instrument that can be used for diagnosing pupil's needs and interests
   2. Develop a model for parent involvement in open space
   3. Design an instrument to be used in reporting pupil progress
      a. Checklist
      b. Conference
      c. Graphic Report
C. Contracts (Personal)
   Original projects may be submitted.

Conclusions

Impact:

The preceding reports indicate that ESEA, Title III has been justified and has had an impact on the services provided the children in the District of Columbia. Children who, perhaps, would not have been served have received needed educational services through these programs.

Commitment of project participants, use of community resources, and parent involvement have contributed to the over-all success of the programs described. Also, the use of aides, volunteer and paid when possible, has been an asset to the operation of all projects.

Evaluations:

The conclusions of the evaluators show that the programs did have a positive and significant impact. Frequently, funding delays and administrative procedures within the school system have created extreme difficulties and delays which have hampered project staff in their program operation. Evaluators have pointed out areas that were critically affected by these difficulties, and recommendations were made for the elimination, wherever possible, of these problems.

In conclusion, the Departments of Research and Evaluation view ESEA, Title III as a sustaining force in providing opportunities for innovative and creative programs. ESEA, Title III has made and continues to make important contributions. The Public Schools of the District of Columbia have exciting and innovative programs--programs that rendered services to children who otherwise would not have had the opportunity to develop their potential in an individualized program. The programs are replicable and should be incorporated into the D. C. Public Schools' instructional program.